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Significance of the Convention

[EDITORIAL]

WHAT HAS been the real significance of the twentieth annual convention of the American Association of Junior Colleges? One might answer in terms of size, in terms of achievements signalized, in terms of outlooks opened.

Because education must be essentially forward looking, we would put first in importance the new vision we have gained. There has come to us from this convention a new challenge to the junior colleges, to fill their full place in making and preserving America as a civilization and as a democracy.

There has come a new emphasis on the demands for terminal education. What must the junior colleges do for young people who cannot go on?

By "terminal education" we mean a course of study that will terminate at the close of the second college year. Of the 3,500,000 young people in this country between the ages of 16 and 24 who are neither at work nor in school, increasingly larger numbers will enter the junior colleges.

How can the junior colleges best plan curricula for these young people, to train them in vocations, for home making, and for citizenship, and all in two years?

To answer this question the American Association of Junior Colleges, through its Commission on Junior College Terminal Education organized under a grant from the General Education Board, has begun an exploratory study of the whole field. The urgency of it is increasingly evident.

The diversity of paths toward our goal is great. That truth also has come out of this meeting, with its 555 delegates from 185 institutions in 37 states.

There has come a more complete understanding that no set plan can be adopted, no mold can be devised into which all junior college education can be poured. But there has come the vision that all are working on the same problem.

There has come a rejuvenating exchange of confidences, a stimulating discussion of methods, and a feeling that the junior college "movement" is something that really moves.

Observance of the twentieth anniversary, with its charming touch of sentiment, has renewed our awareness of this movement. We see that we have come far, from meager beginnings twenty years ago, to this our largest convention.

We rejoice in these achievements; but even more we look forward to challenging new opportunities for service to a group of young people whose needs often have been neglected in the educational system between the secondary school level and the upper division of the universities.

Program of the Twentieth Annual Meeting

Tiger Hotel, Columbia, Missouri

THURSDAY, FEBRUARY 29, 1940

- 9:30 Music: Christian College
- 9:45 ANNOUNCEMENTS
- 9:50 ADDRESS—"Welcome to Missouri"
FREDERICK A. MIDDLEBUSH, President, University of Missouri
- 10:30 PRESIDENTIAL ADDRESS—"The Next Four Years"
BYRON S. HOLLINSHEAD, President, Scranton-Keystone Junior College, Pennsylvania
- 11:00 EXECUTIVE SECRETARY'S REPORT
WALTER CROSBY EELLS, Executive Secretary, Washington, D. C.
- 11:30 ADDRESS—"Twenty Years' Progress"
JAMES MADISON WOOD, President, Stephens College, Missouri; chairman of 1920 organization conference; earliest living ex-president of the Association
- 12:00 APPOINTMENT OF COMMITTEES
Luncheon Sessions
- 12:30 LUNCHEON FOR REPRESENTATIVES OF PUBLIC JUNIOR COLLEGES. Tiger Hotel: Colonial Room
Chairman: C. C. COLVERT, Northeast Junior College, Louisiana; Vice-President of the Association
- GENERAL TOPIC—"Outstanding Problems of Public Junior Colleges" (Five-minute statements)
- "Problem of Meeting Student Differences"
H. A. DIXON, Weber College, Utah
- "Problem of Inadequate Facilities"
A. J. CLOUD, San Francisco Junior College, California
- "Problem of Selection of Students"
WILLIAM H. CONLEY, Wright Junior College, Illinois
- "Problem of Adequately Trained Teachers"
L. O. TODD, East Central Junior College, Mississippi
- "Problem of Popularizing Terminal Courses"
FLOYD B. MOE, Virginia Junior College, Minnesota
- "Problem of Terminal Courses in Small Institutions"
WILLETTA STRAHAN, Muscatine Junior College, Iowa
- "Problem of a Satisfactory Guidance System"
W. M. OSTENBERG, Coffeyville Junior College, Kansas
- "Problem of Social Education"
GEORGE M. CRUTSINGER, Hardin Junior College, Texas
- "Problem of Community Relations and Support"
JAMES W. REYNOLDS, Fort Smith Junior College, Arkansas
- "Problem of Securing State Aid"
HARLAND W. MEAD, Washington Junior College, Iowa
- "Problem of State Department Supervision"
MISS LOUIE LESSLIE, State Board of Education, Kansas

- 12:30 LUNCHEON FOR REPRESENTATIVES OF PRIVATE JUNIOR COLLEGES. Daniel Boone Tavern; Main Dining Room
Chairman: FREDERICK J. MARSTON, Dean, Kemper Military School, Missouri

GENERAL TOPIC—"Outstanding Problems of Private Junior Colleges" (Five-minute statements)

- "Problem of Development of Intellectual Interests"
DALE MITCHELL, Bradford Junior College, Massachusetts
"Problem of Student Scholarships"
ANNIE D. DENMARK, Anderson College, South Carolina
"Problem of Student Labor"
WALTER PATTEN, Louisburg College, North Carolina
"Problem of Development of Terminal Curricula"
PHILIP M. BAIL, Chevy Chase Junior College, Maryland
"Problem of Development of Suitable Curricula"
MARJORIE MITCHELL, Cotter College, Missouri
"Problem of Increasing Enrollment"
ANNE McLAUGHLIN, Georgetown Visitation Convent, Washington, D. C.
"Problem of Junior College Publicity"
MAY E. LINEHAN, Cosmopolitan Magazine, New York City
"Problem of Private Junior Colleges in New England"
FRANCIS H. HORN, Junior College of Commerce, Connecticut
"Problem of Faculty Retirement Plans"
FRENCH W. THOMPSON, Greenbrier College, West Virginia
"Problem of Accreditation of the New Junior College"
CARL A. E. JESSE, Walker Junior College, Alabama
"Problem of the Negro Junior College"
A. L. JACKSON, Stillman Institute, Alabama

3:30 TEA AT STEPHENS COLLEGE

Evening Session

ACTIVITIES OF MISSOURI JUNIOR COLLEGES

Auditorium, Christian College

8:00 p.m.

MUSIC—Christian College Choral Club

Director: GENEVA YOUNGS

A DAY AT KEMPER—Students of Kemper Military School

Directors: LIEUTENANTS NORRIS and SCOVELL

MUSIC—Jefferson City Junior College Madrigal Singers

Director: MILTON BENNETT, JR.

ONE-ACT PLAY—"Riders to the Sea"—John M. Synge

Students of William Woods College and Westminster College

Director: DOLLIE THARNSTROM

MUSIC—Moberly Junior College Mixed Octette

Director: JOSEPHINE McPHERSON

ONE-ACT PLAY—"The Silent System"—Brander Matthews

Students of Stephens College

Director: MAUDE ADAMS

FRIDAY, MARCH 1, 1940

- 7:15 PHI DELTA KAPPA BREAKFAST. Boone Tavern: Grill Room

Chairman: H. B. WYMAN, Phoenix Junior College, Arizona

ADDRESS—"The Philosopher's Idea of Education"

J. H. HUDSON, Professor of Philosophy, University of Missouri

- 7:30 JUNIOR COLLEGE WOMEN'S BREAKFAST. Tiger Hotel: North Room

Chairman: BEULAH BEROLZHEIMER, Woodrow Wilson Junior College, Illinois

- 9:00 REPORT—"Athletics in Junior Colleges"

SPENCER MYERS, Athletic Director, Highland Park Junior College, Michigan; Chairman, Special Committee on Junior College Athletics

- 9:45 DISCUSSION—"Junior College Sororities—Pro and Con"
Advantages: MISS HELEN FROELICH, National Park College, Maryland; Chairman, National Junior College Panhellenic (15 minutes)
Disadvantages: MRS. GERTRUDE H. FARISS, St. Helen's Hall Junior College, Oregon (15 minutes)
Discussion: (5 minutes each)
 H. G. NOFFSINGER, Virginia Intermont College, Virginia
 J. PAUL GLICK, Blackstone College for Girls, Virginia
 MERLE PRUNTY, Stephens College, Missouri
 FRENCH W. THOMPSON, Greenbrier College, West Virginia
- 10:45 MUSIC—Students of Stephens College
- 11:00 ADDRESS—"World Conditions and Their Relation to Junior College Education in the United States"
 DON BATE, former United Press War Correspondent, Author, and Commentator
- 11:45 DISCUSSION of Mr. Bate's address (5 minutes each)
 A. M. HITCH, Kemper Military School, Missouri
 ROY T. DAVIS, National Park College, Forest Glen, Maryland
 DWAYNE ORTON, Stockton Junior College, California
Luncheon Sessions
- 12:30 REGIONAL GROUP LUNCHEONS
General Topic: "What can and should our group do to further the interests and activities of the Association?"
 NEW ENGLAND—Tiger Hotel: Green Room
Chairman: JESSE P. BOGUE, Green Mountain Junior College, Vermont
 NORTH CENTRAL—Daniel Boone Tavern: Ballroom
Chairman: J. ROBERT SALA, Christian College, Missouri
 MIDDLE STATES—Daniel Boone Tavern: Mezzanine Floor
Chairman: DAVID B. PUCH, Pennsylvania State College
 SOUTHERN—Tiger Hotel: Colonial Room
Chairman: C. C. COLVERT, Northeast Junior College, Louisiana
 WESTERN—Tiger Hotel: North Room
Chairman: NICHOLAS RICCIARDI, San Bernardino Valley Junior College, California
- 2:00 REPORTS—"Significant Developments—East, West, North, and South"
 "Graduates of New England Junior Colleges"
 JESSE P. BOGUE, Green Mountain Junior College, Vermont
 "New Standards in Maryland"
 THEODORE H. WILSON, University of Baltimore Junior College
 "Curriculum Development in Mississippi"
 KNOX M. BROOM, Mississippi State Department of Education
 "Evening Junior Colleges in Chicago"
 ROBERT C. KEENAN, Carl Schurz Evening Junior College
 "The California State Junior College Survey"
 a. *Personnel Problems*, AUBREY A. DOUGLASS, State Department of Education
 b. *General Curricula*, JOHN W. HARBESON, Pasadena Junior College
 c. *Vocational Curricula*, NICHOLAS RICCIARDI, San Bernardino Valley Junior College
- 3:15 MUSIC—William Woods College Chapel Choir
- 3:25 ADDRESS—"Some Essentials in a Junior College Student Personnel Program"
 LEONARD V. KOOS, Professor of Education, University of Chicago
- 4:00 MEETING OF COMMITTEE ON PUBLIC RELATIONS
- 4:00 TEA AT CHRISTIAN COLLEGE

Evening Session

- 6:45 TWENTIETH ANNIVERSARY DINNER
GUESTS—Surviving members of the St. Louis Junior College Conference of June 30 and July 1, 1920
MUSIC—Stephens College
RECOGNITION OF STATE GROUPS
INTRODUCTION OF GUESTS
GREETINGS FROM THE 1920 GROUP
F. M. McDOWELL, Director of Religious Education, Reorganized Church of Latter Day Saints, Missouri
GREETINGS FROM UNITED STATES OFFICE OF EDUCATION
J. C. WRIGHT, Assistant Commissioner, Washington, D. C.
GREETINGS FROM ASSOCIATION OF AMERICAN COLLEGES
GUY E. SNAVELY, Executive Director, New York City
MUSIC—Christian College Double Sextette
ADDRESS—"The Junior College as I See It"
MISS MAUDE ADAMS, Stephens College, Missouri
ADDRESS—"The Past Twenty Years—The Next Twenty Years"
GEORGE F. ZOOK, President, American Council on Education, Washington, D. C.

SATURDAY, MARCH 2, 1940

- 7:15 The period from 7:15 to 9:00 was reserved for groups that wished to arrange for breakfast meetings.
- 9:00 SYMPOSIUM—"Why I Am Attending a Junior College"
Four-minute statements by students from Missouri member junior colleges (except those represented on Thursday evening's program)
Cottey Junior College, BETTY LOU NEIL
Hannibal-LaGrange College, DOROTHY JASPER
Jefferson City Junior College, JAMES BROWN
Joplin Junior College, EDWARD FARMER
Junior College of Flat River, JOE WILLIAMS
Junior College of Kansas City, CHESTER L. SMITH
Monett Junior College, MAX BIGGERSTAFF
St. Joseph Junior College, JACK ROBERTSON
St. Paul's College, OMAR STUENKEL
St. Teresa's College, LOIS ROMER
Southwest Baptist College, EARL POUNDS
Trenton Junior College, CHARLES WALTON
Wentworth Military Academy, GRIER STEWART
"Comments and Summary", ROYAL R. SHUMWAY, University of Minnesota
- 10:00 ADDRESS—"Teaching Dramatics in the Junior College"
MISS JOSEPHINE DILLON, Christian College, Missouri
- 10:30 MUSIC—University of Missouri String Quartette
- 10:40 REPORT OF POLICY COMMITTEE
DOAK S. CAMPBELL, Peabody College, *Chairman*
- 10:50 REPORT OF COMMISSION ON JUNIOR COLLEGE TERMINAL EDUCATION
ROSCO C. INCALLS, Los Angeles City College, *Chairman of Administrative Committee*
- 11:05 REPORT OF COMMITTEE ON PUBLIC RELATIONS
MRS. ORDWAY TEAD, Finch Junior College, New York City, *Chairman*
- 11:30 REPORT OF TREASURER
WALTER CROSBY EELLS, Washington, D. C.
- 11:40 REPORT OF EXECUTIVE COMMITTEE
J. THOMAS DAVIS, Stephenville, Texas
- 12:00 NEW BUSINESS
- 12:10 REPORT OF AUDITING COMMITTEE
- 12:15 REPORT OF COMMITTEE ON RESOLUTIONS
- 12:20 REPORT OF COMMITTEE ON NOMINATIONS
- 12:25 INSTALLATION OF NEW OFFICERS

Welcome to Missouri

FREDERICK A. MIDDLEBUSH *

IT GIVES me great pleasure to welcome the American Association of Junior Colleges to the City of Columbia. I can easily understand the attractions which a city such as Columbia, Missouri, presents to an association of the character of your organization. Not only is Columbia the seat of two very outstanding junior colleges, but also that of the oldest state university west of the Mississippi River, and as spokesman of that University, I am particularly happy to welcome you at this time, since 1940 is the first year of the second century of history of the University of Missouri. We have just concluded a year filled with many events of educational interest, celebrating our centennial anniversary.

It has been my judgment that an official welcome should be more than just a matter of presenting some felicitous remarks. May I therefore attempt at this time to utilize the few minutes which are allotted to me, by suggesting some very serious considerations which in my judgment must be met sooner or later by your Association in all candor and sincerity.

In all of your deliberations, it is necessary for you to maintain a thorough understanding of the entire educational project of America. The junior college has meaning only in so far as it fills a necessary place in the entire educational scheme. Consequently, some problems of relationships within the educational system of the country become very prominent in your deliberations. From my contacts with junior

college administrators, I know that very often the idea prevails that the state universities constitute an especial stumbling block to the development of junior colleges, especially by way of accreditation. I am grateful, therefore, that you have decided to hold this meeting in Columbia, and I am grateful also to President Miller of Christian College as a member of this committee, for providing me this opportunity to appear before you.

May I say that the University of Missouri, as one state university, has been deeply and vitally interested in the development of junior colleges from well in the beginning of the junior college movement. In fact, many years ago some of my predecessors in the office of the president had anticipated the junior college movement. As early as 1896, nearly half a century ago, President Jesse, addressing the first meeting of the North Central Association, stated:

The first two years in college are really secondary in character. I always think of the high school and academy as covering the lower secondary period and the freshman and sophomore years at college as covering the upper secondary period. Until so much at least of academic training has been received, higher education, in my opinion, does not really begin. . . .

In the secondary period, and in at least the freshman and sophomore years of the college, not only are the studies almost identical, but the character of the teaching is the same. The chief function of the instructor is to teach well what has been discovered and arranged, and thereby to form mind and character.

In 1920 President A. Ross Hill, addressing the first annual meeting of the American Association of Junior Colleges, in St. Louis, made a strong case for the junior college, although in the

* President, the University of Missouri, Columbia, Missouri.

light of existing circumstances today there may well be some disagreement with at least a part of his thesis. He states:

Let me repeat that a national reorganization of education would permit the secondary schools to continue their work to the completion of the general education in the school and the first two years of college. This particular work gives the junior college its field, and in its place it can share in that general cultural training of the freshman and sophomore years. The junior college can, therefore, share in all this fundamental work.

The junior college can serve as a finishing institute for some and encourage others to enter universities and get their training there, but when it becomes a vocational institution it severs its natural relations with the university, because the vocational training of the university must be based upon sound training in fundamentals in the schools below. If the junior college takes up technical and vocational training, then the student at the end of two years belongs nowhere. The people and the nation need a number of engineers; they need a large number of men well trained in agriculture; they need some lawyers; and they need some doctors, not nearly so many as we used to have. We need an ample number of each who have the two years' training in college, and the junior college can devote itself to these. There must be a vocational junior college, but such an institution, as I see it, cannot have any direct relationship with the university.

The University of Missouri, especially through the work of its "Committee on Accredited Schools and Colleges", established in 1910, has attempted to maintain close relations and cooperate with the junior colleges, both private and public, in this State. I am convinced that this close cooperation has been mutually helpful.

Having served for a number of years on this committee, and being deeply interested in the development of the junior college program, I wish to point out some of the problems relating to the evolution of junior colleges, at least they appear to me to be problems and problems of serious importance. Many of these are probably well known to you. It seems to me that we need to have a more clearly defined picture of

the precise purpose and function of the junior college within the several given areas, as a part of our total educational system. While there may have been concentrated on the development of our junior colleges as much clear and hard thinking as has been expended on the other parts of our educational system, in many respects the junior colleges of today are the result of a "Topsy-like" growth—"they just grew". This is not said in criticism but I think is the mere statement of a fact.

When we discuss the problems of the junior college we all realize, I am sure, that we are talking about two very distinct junior college movements: one, the junior college movement of endowed institutions, and the other the public junior college movement. An endowed junior college, especially if it draws its student body from several states or the entire nation, has educational problems entirely different from those of the public junior college which may be within thirty or forty miles of a large state educational institution such as the university or a teachers college.

In the creation and geographical location especially of our public junior colleges, more attention might well be given to the fullest consideration of the real educational needs of the community and to its human and financial resources. If the junior college is to do well the task it is designed to perform, it must have an adequate minimum student population; it should not be necessary to become involved in the hectic scramble for students, and it should be assured of adequate financial support. Certainly no useful educational purpose can be served, and a great deal of harm can be done, by having "just another college" in a community in which there is no clearly defined need or insufficient funds available for adequate maintenance. This

financial support should never be secured at the expense of proper support for the elementary and secondary schools, upon the effectiveness of whose work our whole educational structure rests. I repeat that there is the need for much wise educational statesmanship looking to the proper integration of the junior college geographically, and with the existing agencies of elementary and secondary education. And may I point out also that there are many indications that the next few years will be critical years for the entire system of publicly and privately supported education, especially from the point of view of adequate financial support.

The junior colleges should also recognize themselves for what they really are, viz., institutions for the purpose of providing the proper type of educational service and training for the two years following the completion of what is now considered to be the secondary school program. This training may well be vocational for some, pre-professional for others, and pre-academic for those who wish to complete the established collegiate program leading to the four-year baccalaureate degree. Obviously, not every junior college can or should attempt all phases of this comprehensive program. But whether it should make the attempt ought to be conscientiously and fairly determined only after a comprehensive survey of all of the factors in the local situation.

Not all of the work of the junior college need be integrated with the program of the four-year college or the university. These institutions, however, have their special functions which fall within their jurisdiction and presumably have been carefully worked out through the years. For junior college students who plan to continue with their college

or professional training, the junior college should provide at least as good preparation as the students would have received had they entered the college or university as freshmen. It seems to me that the junior college program should not include the course offerings of the junior and senior college years, nor of the strictly professional course. Neither is so-called research work a part of this program, and this point is important in considering the development of library and laboratory facilities.

The junior college is dealing with the student at one of the most critical periods in his educational development. Too much emphasis, it seems to me, cannot be placed upon superior teaching ability and skill. The recruitment of properly trained and superior teachers is one of the great problems confronting those seized with the responsibility of administering the junior college. It is of equal importance for our colleges and universities, especially in the case of staff members whose work is with the freshman and sophomore.

I am also aware of the fact that, for many of our young men and women, the first two years beyond the secondary school level are the finding and testing years. Superior instruction and helpful and sound personal guidance therefore become a paramount necessity.

I am mindful of the rigid instructions laid down by your program committee and therefore I must refrain from going into many other things which are of interest to me in connection with the evolution of the junior college. May I conclude by expressing the hope that this and succeeding meetings of your Association will be fruitful in causing the junior college to make its maximum and best contribution to the education of America's youth who enter your gates.

The Next Four Years

[PRESIDENTIAL ADDRESS]

BYRON S. HOLLINSHEAD *

I SHOULD like to make this annual president's report to you just as informal as possible with the hope that you will discuss some of its suggestions during our three days in Columbia. We meet only once a year to discuss the affairs of this Association and it seems to me that, if our Association is to grow and prosper, every member should be thoroughly familiar with its work and with its problems.

This has been a busy year for your officers, and, while no one of us is at all satisfied with the accomplishments of the year, we have made some progress. Our Association is blessed with members who see the junior college movement as something bigger than themselves and bigger even than their particular institutions, and these members have given generously of their time and effort to help in what we have been trying to do. To all those who have so generously supported the work of the Association for the past year, I give my heartfelt thanks. The Association officers could not have accomplished much without that help.

For last September's *Junior College Journal*, I wrote an editorial listing some objectives which I thought should have our active interest. Briefly, these were to increase the active membership list of the Association, increase the associate membership list, increase the subscription list of the *Junior College Journal*, strengthen our regional organi-

zations, arrange for national studies in the junior college field, and acquaint the general public through a variety of informational media with the work of the junior college.

I am glad to report that we have made progress with all of those objectives. However, we need further progress. Let us consider those objectives one at a time. Dr. Eells and I have asked a key man in nearly every state to serve as our representative to secure memberships in that state for our Association. These key men have worked hard and produced results. We are particularly proud of Dr. Soltau of the state of Washington, who has been instrumental in securing a one hundred per cent representation in the American Association for his area.

The results of our efforts are that we now have 325 active members and 30 associate members compared with 294 active and 17 associate members at this time last year. By the time of our next annual meeting, our active membership list should grow to 400 and our associate membership list to 50.

The subscription list of the *Junior College Journal* has been considerably increased. Dr. Eells will give you the exact figures. However, the present subscription list should be at least doubled and such an increase could be brought about by simply increasing the group subscriptions of our own membership. There are about fifty of our member institutions who place group subscriptions for their faculties. These institutions are not only helping the American Association, but they are mak-

* President, Scranton-Keystone Junior College, La Plume, Pennsylvania. President, American Association of Junior Colleges.

ing the problems of their own administration easier by educating their faculty members in the purposes of the junior college. At my own institution, virtually every one of our faculty subscribes. I know of no other single practice which has helped our faculty as much in understanding the junior college. Many of you would help yourselves as well as the Association by increasing the number of your subscriptions. The Association needs the subscriptions and your faculty or board members need the *Journal*.

In addition, it would help all of us a great deal if there were a wider use of the *Journal* in institutions other than junior colleges. The schools of education of all universities should subscribe. High school principals and guidance teachers ought to have the *Junior College Journal* to help them in their work. Many other educational groups would profit from a study of the *Journal*. Whatever any of us as members of the Association can do to increase the use of the *Journal* will help.

The regional and state associations, I understand, have had a good year. The increase in the number of junior colleges to 575, and the increase in junior college enrollment to approximately 200,000, has naturally helped the regional and state groups. Any educational institution growing as rapidly as the junior college needs the help and guidance of strong regional associations which will serve as clearing houses of information as well as providing central groups for taking concerted action when desirable.

During the year your officers have arranged for two national studies in the junior college field. One of these is the compilation of the first comprehensive handbook on the junior college. This handbook has been made possible by a grant from the Carnegie Corpora-

tion. It will be a companion volume to *American Universities and Colleges* and it will contain more information about the junior colleges of the United States than has ever appeared in a single volume before. The other national study is to be in the field of junior college terminal education and has been subsidized by the General Education Board.

Plans for the study on terminal education were made by our newly created Commission on Terminal Education, meeting for a two-day session last summer in Atlantic City. This Commission has drawn up what seems to me to be the most significant study this Association has ever sponsored.

For a long time it has been apparent that, while the junior college as an educational unit was making rapid progress, the lay public possessed little or no accurate information about the junior college—what it is, or what it is trying to do. To help remedy this situation, I appointed a national public relations committee which has been actively engaged in public relations work since last summer. This committee has a gigantic task and needs your active cooperation. They are trying to provide the general public in a variety of ways with accurate information about the junior college. They are having their first regular meeting at this convention. Such a committee, I hope, will become a regular part of our administrative organization from this time forward.

The work of this Association is done on a completely volunteer basis, except for the office of executive secretary, which is on a salaried basis. Because of that, we owe a considerable debt to Association members who are heading important committees or commissions. It would take more time than I have to mention all who have aided our program this year. Therefore, many who deserve

such mention must be considered as a group. The Association executive committee, key men in the various states, and regional and state Association officers all deserve our thanks. Dr. Rosco Ingalls, who is chairman of the administrative committee for our national study on terminal education, has done a notable piece of work in organizing that study. Dr. Doak Campbell, chairman of the commission on terminal work continues to give his valuable interest to the work of this Association. Mrs. Ordway Tead, chairman of our committee on public relations, has arranged a very intelligent and arduous program for that committee. Mr. Spencer Myers has made a valuable study for us in the field of athletics. Members of the various committees working with these leaders also deserve our praise.

Dr. Walter Crosby Eells, our only salaried officer, has ably carried on his work as executive secretary with imagination and foresight. Dr. Eells works nights, Sundays, and holidays to advance the work of the Association. To him we owe much of the progress of the junior colleges throughout the nation.

In making general comments about our work for the next few years, I should like to express the hope, first, that the work already under way be accelerated during the years ahead. We have started some projects which ought to aid all of us and which ought to be exceedingly significant for the junior college movement. Let us push these projects forward as rapidly as possible.

The question of the place and time of our annual meeting has always been a subject of considerable debate among our membership. While no plan would solve our problem completely, I should like to propose that we combine the different suggestions which have been made into a four-year cycle of meetings.

Some of us would like to meet at the same time and place as the Association of American Colleges. Some of us would like to meet at the same time and place as the National Education Association. Some of us want to meet as we have done in the past at a city within a few hours' travel of the N.E.A. meeting and immediately following that meeting. Because of our large California membership, it would seem to be reasonable to meet once every four years in that state.

As I see it, there are advantages to all of these proposals. Some of us want to be close to senior colleges and universities and we covet their understanding; some of us see the close relationship of the junior college to the secondary schools and we want their understanding and interest; and some of us feel that the junior college is so distinct an entity that it should not be swallowed up or lost by meeting at the same time and place as any other association.

Why not try a plan of meeting one year at the same time and place as the Association of American Colleges, but not in the same hotel? The following year let us meet in the same city as the N.E.A. either just before or just after the meetings of the Department of Secondary School Principals. The next year let us meet at our own convenience as to time and place. If none of these meetings happens to be in California, let us meet in the fourth year in California.

I am suggesting this not only as a plan which would meet the desires of our membership, but also because I believe we would gain from meeting with these other associations. By meeting with them, we would get more knowledge of their problems, and the secondary schools and the universities

would get more knowledge about the junior college.

Earlier in this paper, I spoke of the desirability of increasing memberships in order to strengthen our Association. There is a further reason for increasing memberships. Our Association is not in a good position to ask for funds from a foundation because we are not self-sustaining. No educational foundation wants to seem to be a prop to a central office. Therefore, if we expect to enlist further support for plans we may have for national studies which will be valuable to us all, we ought to be able to point to a central office which can support itself. The easiest way for us to do this is by increasing memberships in the Association and increasing subscriptions to the *Junior College Journal*. Another way is by raising the dues. Still another method would be to cut the costs of our central office and thus get a reduced amount as well as perhaps an inferior quality of service. This is a problem which merits your most serious consideration. My recommendation is that we increase our memberships and our subscriptions to the *Journal* and also provide a small increase in dues. Such a procedure would enable us to pay a full-time salary for the executive secretary, plus clerical help, office rent, and incidental expenses. Then, if on occasion we wanted to give our executive secretary a part-time leave of absence to pursue special investigations in the junior college field, we should be able to do so, and we could hire someone to do part of the work he ordinarily does. In general, it is safe to say that we are not going to have the continued interest of any foundation unless we insure our own self-support.

What of the next few years in other aspects of our work? Last year Professor Carpenter handed us a report of the

research committee. On a sheet of this report he had charted the recent growth of the junior college. When I returned to my office, I projected the line of growth into the future and arrived at the conclusion that by 1950 the junior colleges of the nation would be enrolling 300,000 students, or almost half the lower division students of the nation. From the figures just released by the *Junior College Journal*, I find I was quite conservative. If we continue for only three years the same amount of growth as last year, or more than 25 per cent, we shall go over the 300,000 mark which I had set for 1950.

Does this rapid growth constitute a threat to the stability of the well established four-year college or university? I do not think so. The junior college, by and large, is serving an entirely new group of young people. This fact is probably best illustrated by the Pennsylvania Study of the American Youth Commission. Of 30,000 high school students studied in Pennsylvania, the figures are as follows: "While 105 out of each 1,000 high school graduates went on to college and successfully completed the first two years, there were 174 out of each 1,000 who did not go to college, usually because they were financially unable to do so. *The 174 who did not go to college were found to have mental abilities that promised as high a degree of scholastic success as the 105 who did.*"¹

Secondly, a recent study² made by Dr. J. L. Lounsbury in California indicated that junior colleges were helping rather than impeding the growth of four-year colleges. Certainly in California, if anywhere, the effect on the enroll-

¹ Howard M. Bell, *Youth Tell Their Story* (American Council on Education), p. 96.

² This study is summarized in the *Junior College Journal*, December 1939, p. 208.

ment of other colleges might be most harmful. The opposite was the case. The colleges studied include Stanford University, University of Southern California, Pomona College, University of California at Berkeley, College of the Pacific, Occidental College, and University of Santa Clara. In 1934, these seven colleges had a student enrollment in their lower divisions of 9,024 and in their upper divisions of 10,224. In 1938, the same institutions had an enrollment of 10,964 in their lower divisions and an enrollment of 12,344 in their upper divisions. The lower division enrollments had enjoyed a normal increase, and the upper divisions had a considerably above normal increase. This study, it seems to me, indicates quite definitely that junior colleges aid materially the enrollment of well-established senior colleges.

But what will be the effect of junior colleges on the weak four-year colleges and universities? The existence of the weak four-year colleges is unquestionably threatened, but not by the junior college. More than most of us realize the weak four-year college is already very largely serving as a junior college. A majority of the students who enter as freshmen have left by the end of the sophomore year. Transfers to stronger institutions account for a large part of this loss, in some cases amounting to as much as 46 per cent of the student body by the end of the sophomore year. Since such institutions also lose about 50 per cent of their enrollments by the end of the sophomore year for reasons other than transfer, they are for all practical purposes junior colleges now, and would vastly strengthen their own programs if they would so acknowledge themselves. No one with an interest in our general educational welfare would regret this change, though it doubtless

would be accompanied by some local hardship.

What, then, should the relationship be between the junior college and the university? I think the answer to this is to be found partly in an analysis of the type of student who should go to a junior college as differentiated from those who should go to a university. Any such analysis would indicate, I believe, that junior colleges and senior colleges are, or should be, supplementary and cooperating rather than competitive institutions.

With this kind of relationship established, there is no problem of the proper recognition of the junior college or its graduates. If the junior college is doing a good job, it need have no concern about the reception its graduates will receive at the university. The most recent study of the success of junior college transfers I know about was conducted by the College Examiner¹ of the Pennsylvania State College. He found that 56 per cent of the students admitted to Penn State from secondary schools graduated four years later with their classes. Seventy-three per cent of those admitted from junior colleges graduated with their classes. In proportion to their numbers, junior college students at the Pennsylvania State College received twice as many academic honors in their senior year as those who had entered from secondary schools. From this, the college examiner, Dr. C. E. Marquardt, reasons that from the point of view of the four-year colleges or universities, "the granting of admission to well qualified students from the junior colleges is an advantageous procedure."

Equally important is the direction our curricula are going to take. We talk a

¹ Unpublished study by Dr. C. E. Marquardt, College Examiner, the Pennsylvania State College. Figures given are contained in a letter from Dr. Marquardt to the writer.

great deal these days about "general education", and certainly this attempt to integrate the fields of human knowledge is exceedingly important if our citizens of tomorrow are to be anything other than specialists and technicians. But the question of how general education is to be given puzzles all of us. We do not have the great teachers, the facilities, the textbooks, or the knowledge to give real general education any more. We have gone so far along the road of a minuter and minuter division of the fields of human knowledge that we seem to have forgotten that our subject matter was once related; and we recognize that if our students are to get any comprehensive knowledge of the world about them, we must either retrace our steps or forge communication links between the areas of human understanding.

And how shall this general education be combined with skills, giving our students talents which they can use in the market place? The study we are now beginning in junior college terminal education may teach us something of what we need to do if our students are to possess both semi-professional abilities and the kind of general knowledge the citizen of a democracy needs.

Certainly, we are faced with problems on all sides. In the years ahead this Association must furnish wise guidance to the lusty infant we call the junior college. We shall have in our hands the educational destinies of a large share of the nation's young men and young women. How we accept this responsibility will depend in large measure on the consideration we individually give to the affairs of the American Association of Junior Colleges.

Annual Report of Executive Secretary

WALTER CROSBY EELLS *

THE year 1939, covered by this report, has been marked by striking evidence of the increasing importance of the junior college movement and of the recognition of its significance by agencies having state, regional, and nation-wide influence. The increase in junior colleges, as reported in the 1939 and 1940 Directories, from 556 to 575 institutions and the remarkable growth in enrollment in them from 156,000 to 197,000 students—a growth of 26 per cent in a single year, furnish striking numerical evidence of increase and of resultant possibilities of wider service to American youth in rapidly changing economic and social conditions. The grant of the Carnegie Corporation for the preparation and publication of the new reference volume *American Junior Colleges*, and the two grants of the General Education Board for the meeting of the Policy Committee of the Association and for an exploratory year of studies in the field of junior college terminal education are concrete financial evidence of recognition of the educational significance of the junior college movement by outstanding educational foundations. The opening of membership in the American Association of University Professors to instructors in accredited junior colleges is professional evidence of recognition of preparation and qualifications of junior college instructors. Revision of standards for accrediting junior colleges on the part of several state and regional agencies is evidence

of the importance being attached to modernizing these criteria and of making them more flexible, more valid, and more stimulating to institutional improvement. Increased membership in the Association, increased circulation of the *Junior College Journal*, increased demands on the Executive Secretary for time and for services, and increased office space required at the Washington headquarters are evidence that your national organization, the American Association of Junior Colleges, in the twentieth year of its existence, is playing a more and more important part in this general growth of the junior college movement and in the development of a feeling of junior college consciousness, solidarity, and spirit of cooperation among the majority of the almost 600 junior colleges in the country.

This report covers the activities of your Executive Secretary working on a half-time basis for the entire calendar year of 1939—not four months only of such service as covered in last year's report. As in that report I shall present this one under five general headings corresponding with the five important functions of the office,—its editorial, secretarial, informational, promotional, and research aspects. First, however, may I report certain changes in office and staff which affect all five phases.

OFFICE AND STAFF

Increased staff in connection with the regular work of the Association and especially in connection with the new study of terminal education has necessitated an increase in office space. During 1939 we *shared two rooms* with another

* Executive Secretary, American Association of Junior Colleges, 730 Jackson Place, Washington, D. C.

educational organization. For 1940 we have *three* rooms devoted *exclusively* to Association activities. The move to the new and more attractive and commodious offices at 730 Jackson Place was made the first of January. In addition a room at the old headquarters at 744 Jackson Place has been used since September by the staff of the new reference volume *American Junior Colleges*.

Mrs. Margaret Notter, who has been the very efficient office secretary since the reorganization of the Association in the summer of 1938, resigned in January 1940, on account of home duties. Her place has been taken by Miss Priscilla Winslow, daughter of the president of Lasell Junior College, Massachusetts.

Mrs. Barbara Cochran, formerly secretary of the Language Arts Investigation of Stanford University, has since the first of September been editorial associate in responsible charge of the mass of detailed work in connection with preparation of the new reference work, *American Junior Colleges*, already mentioned. Upon the completion of that work in May she expects to remain as editorial associate for the study of terminal education.

Edward F. Mason has been granted a year's leave of absence from his work as assistant professor of journalism at the State University of Iowa to become Director of Publication for the new study of junior college terminal education. He began work the first of February. Miss Lois Engleman, librarian of Frances Shimer Junior College, Illinois, has been granted leave of absence for the second semester, to join the staff of the Washington office as bibliographer. She will be chiefly engaged in the construction of an extensive annotated bibliography on all phases of junior college terminal education. She will begin her work the first of March.

Max Schiferl, formerly of the staff of the Language Arts Investigation at Stanford University, will be research assistant for the study of terminal education beginning work early in March. Mrs. Eleanor Ackland has been engaged as office assistant.

Under arrangements made by the Administrative Committee of the new Commission on Junior College Terminal Education the Executive Secretary, during 1940, will devote approximately half of his time to general association activities, similar to those outlined in this report for last year, and the other half to work as Director of the new exploratory study of junior college terminal education.

EDITORIAL WORK

The Junior College Journal. As reported last year, much time and thought have been devoted to the editorial work in connection with the publication of the *Junior College Journal*. Nine issues were published during the year, instead of eight as for the previous seven years. The addition of a September number, the need for which was discussed in my report last year, has permitted the publication not only of more material, but of material fresher in news value after the summer vacation. It has thus been possible to have the first issue of the *Journal* in the fall in the hands of junior college administrators and faculty members at or near the opening of college, rather than a month late as was the case when the new volume began with the October issue. In addition a 4-page mimeographed news letter was sent to all member institutions late in May. While the regular size of the monthly issues was reduced from 64 to 60 pages, this was more than compensated for by the September issue and by the enlarged size of the May issue which consisted of 164 pages. The total number

of pages in the nine issues published during 1939 was 660 as compared with 522 pages the previous year—an increase of 26 per cent with no increase in subscription price.

The editorial policy has not changed materially from that stated for last year. In contributed articles, in discussions, in news reports, and in bibliography every effort has been made, as far as space limitations permit, to cover all phases of the junior college movement, but with special preference to articles and reports dealing with significant classroom methods, experiments on the part of junior college instructors, and improvements in instructional procedures and curriculum content. Considerable space will be given during the coming year to material dealing with different aspects of terminal education. Also to special studies growing out of the material collected for *American Junior Colleges*.

American Junior Colleges. While Mrs. Cochran and her assistants have taken the major responsibility for assembling the material on special question blanks for the reference volume, *American Junior Colleges*, for transferring it to institutional exhibits of standard form for publication, for having these exhibits verified by the responsible officers of each junior college, and for a mass of correspondence and other detail in connection with the publication of the volume, the Executive Secretary has had almost daily conferences with them concerning general features and special problems, and has had the responsibility of preparing certain portions of each institutional exhibit and much of the introductory material for the book. It is anticipated that the volume will consist of some 700 pages, substantially bound in cloth, and that it will appear in May. It will be published

jointly by the American Association of Junior Colleges and the American Council on Education, and will be distributed as a companion volume to the fourth edition of the American Council on Education's well known *American Universities and Colleges*. *American Junior Colleges*, published at \$3.50 will be sent without charge to all active members of the Association. Through special arrangement with the American Council, of which the Association is a constituent member, *American Universities and Colleges*, published at \$4.00, will be furnished to active members of the Association, if ordered in advance of publication, at half price.

Annual Directory. A special effort has been made this year to make the pamphlet reprint *Junior College Directory 1940* more comprehensive and usable. For the first time it consists of 32 pages, including not only the directory of junior colleges, of honorary and social societies, and of professional organizations reprinted from the January issue of the *Journal*; but also historical information concerning the Association and the comprehensive analysis of junior college growth taken from the February issue of the *Journal*. The treasurer's report will show that receipts from sales of the 1939 Directory more than paid the cost of the reprints of it. In addition a considerable number of complimentary copies were distributed.

Other Special Work. Other editorial work has included the preparation of several general and special news releases concerning the general work of the Association, the growth of the junior college movement, and the new study of terminal education; special articles in *School and Society*, the *High School Journal*, and other periodicals; sections on the junior college in the forthcoming

Encyclopedia of Educational Research, and *American Universities and Colleges*; compilation of material for the 1940 *Junior College Directory*; preparation of special informational folders; and authorship of several special articles and reports for the *Junior College Journal*.

Some of the responsibility for editorial work, particularly as it relates to the terminal education study, will be taken this year by Mr. Mason.

SECRETARIAL WORK

Activities under this heading include membership, dues, annual meeting, records, and management of the *Journal*.

Membership. The following statement summarizes the membership status of the Association on January 1, 1939 and January 1, 1940, and shows the net gain in each class of membership during the year.

Institutional members	1939	1940	Increase
Active	294	325	11%
Associate	17	30	76
TOTAL JUNIOR COLLEGES	311	355	14
Individuals and groups			
Honorary	2	2	0
Sustaining	6	28	367
TOTAL MEMBERSHIP, ALL CLASSES	319	385	21%

The actual number of new institutional members is greater than the 44 apparently shown by these figures, since 13 were dropped at the close of 1939 for non-payment of dues for two years, as provided by the Constitution. Thus there were 57 new institutional members during the year. The assistance of the Association's new Committee on Membership, appointed on a state basis, in securing members has been an important factor in this growth. It is worth noting that there are 7 states with 28 junior colleges which now have 100 per cent membership in the Association—Washington, New York, New Hamp-

shire, Vermont, West Virginia, Arizona, and New Mexico,—as compared with only 4 states having 8 institutions which had such a record last year. Attention is called to the membership maps for 1939 and 1940, posted at the entrance to the ball room.*

While this report of institutional members shows a distinct improvement over last year, 62 per cent membership of junior colleges as compared with 56 per cent last year, it is far from satisfactory. An analysis of current membership by regional associations is significant.

Regional Association	No. of jr. colls.	Members of Assn.	Per cent members
Middle States	59	48	81%
New England	39	31	79
Northwest	24	17	71
Southern	172	99	58.14
North Central	217	126	58.07
Western	64	34	53
	575	355	62%

If the junior colleges of the Middle States area can exceed 80 per cent membership in the Association, and those of New England almost reach that figure, is there any good reason why the institutions in other parts of the country should not approximate the same proportion? Eighty per cent membership of the present 575 junior colleges would mean 460 institutions, instead of the 355 reported above. It may be worth noting that applications for membership in the Association have been received from 12 junior colleges since January 1, thus raising the percentage to 64—almost two-thirds. Is it too much to aim at a further increase of 94 in institutional members for 1940? President Hollinshead has already shown the importance of increased membership, not only in financing the activities of the

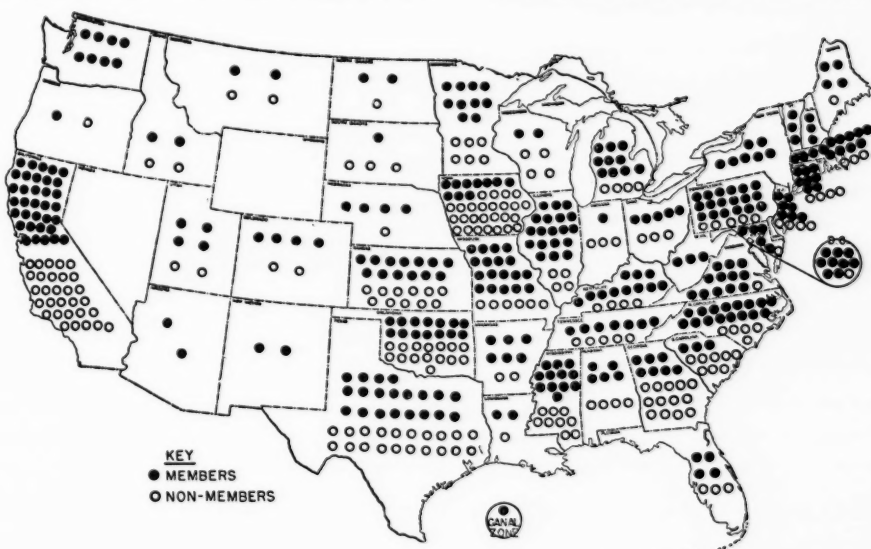
* For 1940 map, see p. 503. For similar map for 1939 see *Junior College Journal* (May 1939), 10:432.

Association and extending its services, but in approaching educational foundations with requests for grants to finance special studies with greater probability of success.

The new membership certificates suitable for framing, which were authorized last year at the Grand Rapids meeting, are proving quite an asset. They have been sent to all old member colleges which have furnished the necessary information, and to all new member col-

lers that the Association does not act as an accrediting agency, but accepts accreditation by a recognized regional or state agency as a prerequisite for active membership in the Association. The proper forms of statement in catalogs and other publications are "Member of the American Association of Junior Colleges," or "Associate Member of the American Association of Junior Colleges."

Certain difficulties have developed in



MEMBERSHIP, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, JANUARY 1, 1940

leges as soon as their applications for membership have been approved. Any old members which have not received them are invited to furnish the necessary information.

A word of caution seems to be in order for many junior colleges which are members of the Association. Recent examination of the catalogs of several hundred junior colleges reveals the fact that many of them publish prominently the statement "Accredited by the American Association of Junior Colleges." It should be unnecessary to remind mem-

bers that the Association does not act as an accrediting agency, but accepts accreditation by a recognized regional or state agency as a prerequisite for active membership in the Association. The proper forms of statement in catalogs and other publications are "Member of the American Association of Junior Colleges," or "Associate Member of the American Association of Junior Colleges."

Collection of Dues. Collection of dues is on a much better basis than last year. Bills were sent to all institutions which had not paid in advance for 1940 during January. The response was much better than in any previous year. It is hoped to emphasize more and more the

desirability of payment at or near the beginning of the calendar year.

Annual Meeting. The President and Executive Secretary of the Association have been greatly assisted in their preparation of the program for this twentieth anniversary meeting of the Association by the local Committee on arrangements under the chairmanship of President Miller, of Christian College, and by the Hospitality Committee of the Missouri Association of Junior College Administrators under the chairmanship of Dean Marston of Kemper Military School, as well as by the staff and students of many of the Missouri junior colleges. The general character of the program, with its increase to three days, organization of commercial exhibits, and emphasis upon "inside" speakers, and numerous conference and symposium groups, follows the general pattern of last year. Special features, of course, are the dramatic and musical demonstration on the part of students of a half dozen Missouri junior colleges planned for this evening, and the presence at the birthday banquet tomorrow night of a considerable group of members of the original 34 who composed the first junior college conference at St. Louis 20 years ago. It is particularly significant that Dr. George F. Zook, who called that pioneer conference in 1920, and who has been a close friend, valued counselor, and general father confessor for the Association should be our principal speaker at the banquet. It may be pertinent to inquire at this time whether the general character of the program as planned this year and last year meet with the general approval of the membership, or whether some modification, either incidental or radical in nature, would make it more significant and helpful to the members. The Executive Committee will meet Saturday to

consider plans for next year's meeting. Any member of it will welcome criticism or constructive suggestion. The question of time and place of the annual meeting is one that has been considerably discussed this year. Following the annual meeting at Grand Rapids the Executive Secretary compiled the results of an advisory ballot which showed considerable sentiment in favor of an occasional meeting in connection with the Association of American Colleges and some meetings in the same city as the American Association of School Administrators and related organizations on the days immediately following their meetings. President Hollinshead has already discussed this matter at some length in his presidential address.

Records. The primary duty of the secretary in most organizations is to keep records of meetings and activities. The Association is particularly fortunate in having had the services for so many years of Dean J. Thomas Davis who, as convention secretary, has kept such careful records of annual meetings and sessions of the Executive Committee and turned them over to the Executive Secretary for publication in permanent form in the *Journal*. The new office quarters of the Association afford more and better space in which to preserve and present the Association records, reports, research material, and growing professional library mentioned in last year's report. Time has not yet permitted classifying and indexing this material so as to make it most convenient and useful, but it is hoped pressure of other duties will permit this in the not too distant future. An interesting example of the rareness and increasing value of some of this material is the fact that the Association has recently been able to furnish the library of the

United States Office of Education and the library of Yale University photostatic copies of the proceedings of the second annual meeting of the Association held at Memphis in 1922, neither of these important libraries possessing a copy of the original printed report.

Journal Subscriptions. The subscription list for the *Junior College Journal* has shown a healthy increase during the year, as indicated by the following comparable figures for January 1, 1939 and 1940.

	1939	1940	Increase
Individual subscriptions to members	267	383	43%
Individual subscriptions to others	661	567	-14
Group subscriptions to member institutions (from 28 institutions in 1939; from 51 in 1940)	304	608	100
Complimentary and exchange copies	28	30	7
TOTAL	1,260	1,588	26%

Some economies in publication costs have been made beginning with volume X last September due to change of printers, to change from sewed to stapled form, and to decrease in size of monthly issues from 64 to 60 pages. This latter decrease, however, has been much more than offset by the 26 per cent increase in total pages already mentioned. In spite of this increase, the treasurer's report will show that for the first time in the ten years of the *Journal's* history, income from subscriptions and advertising have been greater than the manufacturing and distribution costs, leaving a margin of about \$60. This allows nothing for overhead, salaries, and other editorial expenses. On the other hand it does not include any allowance from dues of the 317 members, each of which receives one copy of the *Journal* without cost. If these were charged at \$3 each, it would amount to \$1,150.

Although the *Journal* is thus now

practically self supporting, it seems to the editor that it is far from reaching its optimum of service in its prime objective of helping to interpret the junior college movement to staff members and boards of control of junior colleges and to the larger educational public. It will be noted that the most significant increase in number of subscriptions has come from the group subscriptions of \$1.50 each in institutions which are members of the Association. The increase in institutions taking advantage of this form of membership has been from 28 to 51 or 82 per cent; in number of individual subscribers making up these groups, from 304 to 608 or 100 per cent. This is highly gratifying, but still only one-seventh of the member junior colleges have such *Journal* clubs, and they include only one-twentieth of the 12,000 junior college staff members. Is it too much to expect substantial increases in the next year in number of such clubs and in number of resultant subscriptions? Surely it is not too much to look forward to such clubs in at least half of our member institutions with subscriptions of at least 3,000 or more.

As shown above the 608 group subscriptions are found in only 51 institutions, an average of about 12 subscriptions per institution. If all of our member institutions would furnish group subscriptions of only 12 members each the *Journal* would have more than 4,000 such subscriptions rather than 600. If only half of the member institutions would do so, surely not an unreasonable proportion, we would have 1,500 additional subscriptions.

Most institutions, probably, have thought of group subscriptions as primarily for their faculty members. Attention should be directed, however, to the action of Lasell Junior College, Mas-

sachusetts, in including every member of their board of trustees in their group. Is this not an excellent way by which members of boards of trustees, boards of education, and other controlling bodies may be made more broadly intelligent concerning the significance of the junior college movement and its relation to the institutions for whose policies they are responsible?

It is not too late to organize such a club immediately when you return from this meeting to your own institution. Subscriptions may begin with the March or April issue and include the large May number with its full report of the papers and discussions at this significant twentieth annual meeting. The conditions established for a club are that it shall equal in number at least half the faculty in institutions having less than 20 faculty members; that it shall be at least 10 in institutions having more than 20 faculty members. All magazines are sent to one address in a single package to be distributed locally.

Three potential fields for increase in individual subscriptions which unfortunately show a loss over last year, are non-member junior colleges, of which there are more than 100 who do not receive the *Journal*; university, college, teachers college, and normal school libraries, of which there are some 800 who do not receive it; and secondary school counselors and libraries. A special campaign to secure subscriptions from many of these is now in progress, but it is too early to report definite results. Sample copies, with special letters and subscription blanks, were sent last week to a selected list of 300 high school counselors.

With an increase in subscriptions of 1,500 or 2,000, it will be possible to enlarge the size of the monthly issues of the *Journal* to 72 pages instead of 60,

to secure more advertising at increased rates, to render greater informational and interpretational service to a larger number of junior college instructors, and to have some profit to help develop other association activities.

President Hollinshead is quite right in his insistence in his address this morning on the importance of increase in membership of the Association and in subscription list to the *Journal*.

INFORMATION AND SERVICE

Many requests for information are constantly coming into the Executive Office at Washington and the probability is that the number of such requests will increase rather than diminish as time goes on and the work of the Association becomes better established and more widely known. Numerous requests come from students seeking advice and information on sources for thesis material; from member and non-member junior colleges asking for recommended practices or successful experience of other institutions on particular problems; from business men and committee chairmen in localities where new junior colleges are being considered and who wish authentic information concerning costs and desirable conditions of organization; from executive officers of other national educational organizations asking for a variety of information in summary form; and from many other individuals too various to permit ready classification.

The above sentences are quoted from last year's report. They are even more emphatically true now than they were then. The volume of such requests has increased and meeting them represents a real burden—usually a happy burden, but none the less a time consuming one, if they are handled conscientiously. Many of them require considerable thought, research, and assembly of pertinent data.

Many requests for general information can be answered, at least in part, by special leaflets, bulletins, reprints of articles, and mimeographed materials. A considerable number of these have been secured during the year and others are now in preparation.

There are numerous possibilities for

additional service activities if time and finances permit. One interesting possibility discussed in the December and February issues of the *Journal* is that the Association should act as a central bureau in arranging for annual exchange of instructors between junior colleges themselves, or between universities and junior colleges, or both. The secretary would appreciate the judgment of representatives here as to the desirability and usefulness of such a service.

Another service which has been suggested and upon which some work has been done is an effort to bring together desirable candidates for administrative positions in junior colleges and boards of control searching for suitable administrators for their institutions.

Still another service has been the mimeographing and distribution of five radio plays suitable for performance over local stations. A list of all junior colleges which broadcast regularly is now being prepared. Further information concerning these plays will be sent these institutions as soon as this list has been completed.

PROMOTIONAL ACTIVITIES

One of the most valuable services that can be furnished by the Executive Office of the Association, in my judgment, is in the field of interpretation of the junior college movement to the educational and lay publics—through addresses, conferences, articles, news releases, and other avenues. Only limited activity in these fields has been possible during the past year, many requests for service having necessarily been declined on account of lack of time or finances or both.

Addresses. During the year the Executive Secretary has been able, in connection with his other half-time work

and without expenses to the Association, to make addresses before the six regional junior college organizations—New England, Middle States, North Central, Southern, Northwest, and California. Also before lay groups, general educational organizations, state junior college organizations, and faculty and students of junior colleges in Massachusetts, Pennsylvania, Maryland, District of Columbia, Virginia, Kentucky, Arkansas, Idaho, and California. He has participated in conferences regarding junior college standards and administrative policies with state or local groups in Vermont, Massachusetts, Connecticut, New Jersey, Maryland, and Kentucky.

News Releases and Articles. Activity in this field has already been reported in a previous section under the heading of editorial work. I rejoice in the opportunity for a great extension of significant activity in this and related fields of interpretation and publicity made possible by the full-time services this year of Mr. Mason whose appointment was mentioned earlier. The report for 1941, therefore, should be much more comprehensive than the present one.

Terminal Study. There is an opportunity for much healthy publicity and interpretation of the broader functions of the junior college movement in connection with the new exploratory study of junior college terminal education. This will come not only through the proposed bibliography and monographs, but through special reports, articles, and news stories, and particularly through the series of 25 special regional conferences which are planned for the late spring and early fall. Fuller details concerning the plans for this study are found in the article published in the January *Journal*, in President Hollinshead's report just made, and in Dr. Campbell's and Dr. Ingalls' reports to

be made at the business session on Saturday.

RESEARCH

American Junior Colleges. The most important basis for important research studies in the junior college field in the last decade, if not in the history of the movement, is the material assembled in connection with the preparation of the reference volume *American Junior Colleges*. In the actual printed volume will be published for the first time comparable data on type, control, board of control, accreditation, history, calendar, requirements for admission and graduation, fees, and other expenses, staff, recent educational developments, greatest outstanding problems, graduation; student enrollment classified by sex, by class, by distance from college, by geographical division, and by curriculum; radio broadcasting, extension work, library, publications, finances, student aid, buildings and grounds, and chief administrative officers for over 500 accredited junior colleges. Significant summaries will be made of a few of these data but time will not permit a complete analysis before the volume is published. In addition a considerable amount of material has been assembled which cannot be published in this volume, but which will be made the subject of supplementary special studies the results of which will be printed in the *Journal*. Among such special studies which are planned may be mentioned proprietary institutions, organization of calendar, summer sessions, student activity fees, tuition charges, use of academic costume, names and types of degrees and titles for graduation, proportion of graduates entering higher educational institutions, bus transportation of students, enrollments in semi-professional curricula, off-campus trips as part of the instructional program, en-

dowment, dormitory capacity, and alumni organizations and activities.

Terminal Study. Much fundamental research, of course, is contemplated in the tentative plans for the study of junior college terminal education, particularly in connection with the two monographs planned, one on present conditions in the field, and one on the need for education of the junior college terminal type.

Financial Study. Tentative arrangements are under way with the Financial Advisory Service of the American Council on Education for the preparation and publication of a manual on junior college accounting procedures, somewhat analogous to the *Manual of Teachers College Accounting* just published. This is an exceedingly important field, not only that junior colleges may improve their own accounting systems for the sake of local improvement and control, but that comparable studies may be made which will have real validity and significance—something now impossible.

Other Needed Studies. Requests and suggestions have been made for numerous other important studies that should be made in the next two or three years. Some of these can be made by committees of our organization, similar to the report of the Committee on Athletic Conditions to be made tomorrow morning, or by the Committee on Honorary Societies made last year. For others it will probably be preferable to seek special funds from Foundation or other sources, and organize or supervise studies from the Washington office. Among such important studies may be mentioned transfer conditions for junior college graduates planning to enter higher educational institutions; eligibility of junior college graduates for subsequent Phi Beta Kappa member-

ship; adult education activities in the junior college; library studies, particularly the construction of a junior college periodical scale; personnel and guidance problems and procedures; preparation and qualifications of staff; retirement provisions for staff members; legal conditions for establishment of junior colleges; financing of public junior college education; consumer education in the junior college; improvement of standards for accreditation of junior colleges; and so on. Every one of these topics, and many others, are deserving of fundamental research. Authoritative answers and recommendations would be of incalculable value to administrators and others searching for information who are now too often forced to recommend policies and make administrative decisions based upon inadequate data or all too often upon guesswork and hunches. This is not the scientific method in education. Certainly junior college education, if it is to develop soundly and receive the respect which it merits, must be based upon sound scientific data and principles.

A special topic that should receive early consideration is the matter of revision of the "Standards for Junior Colleges" first adopted in 1922 and revised at various times, the latest revision being in 1931. In the past decade there has been much fundamental research in the matter of improvement of accreditation procedures particularly as a result of the work of the Commission on Higher Education of the North Central Association, and more recently of the Cooperative Study of Secondary School Standards. Fundamental viewpoints becoming generally accepted indicate that criteria for accreditation should be used which are more flexible, more valid, more comprehensive, more scientific, and more stimulating than those now

in use. Certainly our own standards are open to criticism in their present form as tending to be distinctly mechanical, rigid, deadening, traditional, academic, and subjective. In my judgment the recently adopted standards or criteria of certain states are decidedly more progressive and modern in viewpoint than those of our own national association. We ought either to rescind them, as unnecessary in view of the fact that we do not ourselves act as an accrediting agency, or else revise them so that they may be models of forward looking stimulation. At present I am rather ashamed to refer anyone to them when I receive requests for our "standards."

Minor Research. As examples of minor research and near-research carried on during the year and published in the *Journal* may be mentioned the analysis of junior college growth (February), study of eligibility of junior college faculty to professional organizations (February), Federal aid to junior college plants (March), summer school opportunities for junior college courses (April), analysis of annual meeting advisory vote (October), and summary of junior college administrators poll on war conditions and their relation to education (November).

CONCLUSION

In my report last year I said in conclusion, "I hope that my next annual report, if I am permitted to make one, covering a full year of work, may show more substantial achievements and be less concerned with explanation of things undone. I have a firm conviction that the junior college movement promises to go forward remarkably in the next few years." As I review this report, I feel that it has been able to present much evidence of substantial

achievement, but I am more than ever impressed with the desirable things to do that are yet left undone. Perhaps it is best that this should always be so. This means that our faces are turned more toward the future and its possibilities than toward the past and its achievements — and disappointments. Perhaps with a slight paraphrase of Browning we can feel that a junior college "man's reach should exceed his grasp" else what's an executive secretary for! I wish to reaffirm today my conviction of the essential soundness

of the junior college movement. I wish to express my confidence in its prospects for more significant and mature service in the future, now that after twenty years of organized effort our Association may, perhaps, really have grown as stated on the cover of our program from infancy to maturity. The Association, in my judgment, can play an extremely significant part in the next twenty years if it will stress the development of junior college consciousness, friendliness, solidarity, loyalty, and intelligent cooperation in a common cause.

Twenty Years' Progress

JAMES MADISON WOOD*

WE ARE indebted to Dr. Leonard V. Koos for the statement that "the forces that have been making a place for the junior college began to be operative more than a hundred years ago" and the idea "emerged in print about the middle of the last century." The first junior college to be publicly acclaimed as such was Lewis Institute in Chicago, accredited in 1896. It was followed shortly by Joliet, Illinois, Junior College. By 1912, there were approximately 50 junior colleges scattered through 18 states, 45 of them being private. Within three decades this number has increased to 575 junior colleges, scattered through 44 states and the District of Columbia. Approximately 317 are private, the remainder public. The number of students has increased from approximately 3,000 to almost 200,000 in the past quarter of a century.

It is not the objective of this address, however, to discuss the rapid growth of the junior college movement in terms of institutional memberships or student populations. It is rather to review its progress as an educational movement. While the integration of the freshman and sophomore years of college into the secondary school program was advocated publicly in the early years of the century by the Universities of Chicago, Missouri, Illinois, and Minnesota, only a few centers had taken any steps toward this integration until the University of Missouri became actively interested in the early days of the second

decade of the century. Many in this audience will be surprised to learn that the impetus for this interest on the part of the University of Missouri was primarily not an educational but a housing problem. The argument used by President A. Ross Hill, Dr. J. D. Elliff, and other administrators on the staff of the University of Missouri was this: The high schools are graduating boys and girls in ever increasing numbers and in many cases at a more immature age. The University of Missouri has inadequate housing facilities for these students and because of the politics involved it does not seem likely to have adequate facilities for many years to come. As a result it can make no adequate provision for the housing of this multitude of young people nor can it make any adequate provision for their social life. There are in Missouri a number of so-called colleges for women, each with dormitory facilities. If these can be developed into junior colleges that will do the work of the freshman and sophomore years of the university, they will help the university meet a situation that is becoming more serious with each passing year. This argument, together with the opportunity of working in a totally new field was the challenge that drew men into the junior college movement 28 years ago.

A large part of one's energy at that time had to be taken up with explaining, even to school men, what the term "junior college" meant. It seems a far cry from that day to this when the term is a household word with both school men

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and laymen. The curriculum of that early junior college duplicated entirely the courses that were required of freshmen and sophomores in the University of Missouri. Thirty-six of the 60 hours were of this type. The remaining 24 hours could be chosen from courses approved by an accrediting committee of the University.

The first modification of these requirements came when certain junior colleges were faced with the problem of student transfer to the University of Oklahoma, where the freshman and sophomore requirements were somewhat different from those at the University of Missouri. An interesting fact about this modification was that the fight against it came from certain of the junior colleges themselves and not from the accrediting committee of the University of Missouri. The argument over the matter waxed rather strenuous at a meeting over which Dean Loeb of the University of Missouri was presiding. Finally he settled it by simply announcing: "Gentlemen, I think the modification of your course offerings is a matter that rests with the individual junior college itself. The University of Missouri is concerned only with the credentials of those students that apply for admission to the upper division of its college of liberal arts or to its professional schools."

Neither Dean Loeb nor those of us who listened to his statement appreciated fully the significance of his position in the development of the junior college. From that time forward the junior college leaders in Missouri could concern themselves with the quality of the work offered and with the relationship of the courses to institutional objectives rather than with a rigid observance of traditional patterns.

The Department of Superintendence meeting in old Madison Square Garden

in New York City in 1916 heard the prediction that ultimately the freshman and sophomore years of college would be integrated with the secondary schools and that the probable unit would include the junior and senior years of high school and the freshman and sophomore years of college. Together they would represent the upper unit of general education and would ultimately lead to a baccalaureate degree. There general education would end and graduate and professional instruction begin.

Within a few years this unit was set up in experimental form by Stephens College, Pasadena, and other California junior colleges, the University of Chicago, the University of Minnesota, and other universities in modified form. A few years later this type of organization was made legal throughout the State of California and this state took the lead in the development of junior colleges. The North Central Association of Colleges and Secondary Schools took cognizance of the movement and began accrediting junior colleges in 1918. In 1920, under the initiative of Dr. George F. Zook, United States Commissioner of Education, the American Association of Junior Colleges was organized at Saint Louis.

One of the most interesting developments during the past quarter-century is in the field of so-called recruiting. While this problem is one that has affected, continues to affect, and will always affect colleges and universities, both public and private, there are some interesting side issues that are particularly noticeable in the junior college area, especially the private junior college area.

A quarter of a century ago junior colleges were competing with each other for the limited number of students who were available for freshman and sopho-

more work. This competition took various forms. The most vicious was the use of so-called scholarships to cut the established institutional rate below the rate of a competitor. A second was to represent, to a prospective student, the strong points of one's own program and the weak points of the other junior college. This situation was due in part to an over-supply of institutions, in part to the newness of the junior college movement, and in part to the low tuition rates of standard endowed colleges and public colleges and universities. It has been interesting to watch the attitude of standard colleges and universities toward the movement. At first it was one of complete indifference. Then it grew into active opposition with all kinds of accusations hurled against the junior colleges. They were accused of lowering educational standards, of setting up machinery for "high-pressuring" students into their institutions; they were always playing to the grandstand. Then gradually it began to dawn upon some of the leaders that there must be something to the junior college movement that they had not discovered; else, whence the vitality that had produced half as many junior colleges in a quarter of a century as the nation had developed senior colleges in 300 years? The unity and mutual understanding amongst junior colleges have tended to eliminate much of the competitive element in their recruiting and have moved the competition into the field of the liberal arts college and the university itself.

What are the elements that have brought about this change? In the first place, the junior college has become permanently established in American education. With the increase in numbers, there has been a corresponding increase in the facilities with which faculty and students work. There has been an im-

provement in faculty standards which has made for faculty solidarity, and has won professional respect. In the second place, the junior college has developed tremendous vitality because it has found a most challenging area in which to work.

As indicated above, American education falls roughly into three stages: elementary, secondary, and professional. The first is the period of childhood, where the work of the home is supplemented by the school and the playground and the years of elementary education. In this area America has very definitely discovered the child, and has sought to understand its problems. We have modified educational procedures in whatever way was necessary to solve them. Since the turn of the century, the vital course in the whole educational procedure has been in the elementary schools. Skipping the second area, for the moment, we may easily define the third as the period of the graduate and professional schools. The difficulty with this classification is that the colleges and universities insist upon clinging to freshman and sophomore classes because of the revenue they produce. The public universities build up huge registrations in these areas because the size of appropriations is dependent, in their judgment, upon the number of students who can be packed into the walls of the institution; the private college and university build up freshman and sophomore classes because these students mean increased revenue and lower instructional cost. As a result, the evils of the recruiting problem have been transferred from the junior college and the small liberal arts college to the large college and university.

For reasons that will be apparent, I take the liberty of quoting some paragraphs from an article which I prepared

for a recent issue of the *Journal of Higher Education*.

Since the low-tuition fees and the well developed publicity and recruiting agencies of larger colleges and universities have created the situation faced by the small colleges, it may be well to examine the facilities used by the state-supported institutions for attracting students to their campuses. It is inconsequential for the moment whether such activities be regarded as propaganda or as one of the legitimate functions of the institutions.

A recent study of several universities which number their students by thousands revealed such agencies as the following to be engaged actively or passively in recruiting students.

1. A news bureau employing a secretary and a number of student assistants: "The purpose of the news bureau is to make the people University conscious."
2. The university alumni association with, in some instances, 28,000 live addresses.
3. Publications, numbering in one school 17, ranged in circulation from 700 to 20,000 copies.
4. Radio station with daily programs.
5. Athletics, recruiting through alumni and high school coaches.
6. Ninety-three fraternities and sororities, each recruiting prospective members from high school classes.
7. Teacher placement (one university has more than 2,000 teacher representatives in high schools, with 300 new placements of teachers being made each year through placement bureaus).
8. County alumni organizations giving teas, bridge parties, entertainments, and dinners for high school seniors and presenting advantages of attendance at university to prospective students.
9. Annual alumni homecomings with the number of alumni entertained running as high as 15,000.
10. Annual high school day when more than 37,000 students attended an opening football game.
11. High school tests in all schools.
12. Accrediting of high schools under university control.
13. Papers in metropolitan centers of the state advertising low tuition rates and costs of attending the university.

The question one must raise is, Does the university tell the whole story so far as its own program is concerned? Does it say to the prospective student: "These advantages we can offer you in law, in medicine, in engineering, or in graduate work, but before you can enter these schools you must spend an apprenticeship of two years. The studies that you pursue during these two years will have no particular value in helping you meet the problems you must face in life and they are of questionable value as a background for your graduate or professional work. Tradition says you must have this apprenticeship, however, and we dare not break with tradition. Furthermore, during these two years we can make no adequate provision for housing you or giving you adequate classroom and instructional facilities. Fifty per cent of your freshman instructors and 40 per cent of your sophomore instructors will be graduate students; in the classes you will be a number instead of a name. If you are ambitious to become a leader in your chosen field and feel that these are important supplements to your intellectual growth, we advise you frankly to go elsewhere"?

None of the literature examined in this study indicates that the universities themselves are aware of these considerations as vital factors in the lives of adolescent boys and girls. Unless the university can interest itself in the total personality of the student and can make adequate provision for that personality's growth and development, might it not better turn its freshmen and sophomores over to the small college, or junior college, and set up a different system of admission to the professional school? General education should be the heritage of all the boys and girls who live in America. Are the universities leading our schools and colleges to realize that

end, or are they still under the dominance of college-entrance boards, transfer credits, and football teams? If the latter is true, might it not be well for the university to preserve the small school or college, which can touch intimately the lives of the students, by releasing to them the large freshman and sophomore classes, especially, since for these classes it has no adequate program, housing, or instructional facilities? The university could achieve then its own destiny in the field of higher and professional education. The small college and the municipal junior college could with security develop programs of general education to meet the needs of all students.

With this brief historical review, let us turn our attention to the more important phases of the junior college movement. As pointed out above, the junior college was in its beginning merely a truncated liberal arts college, offering almost entirely pre-professional courses. As the movement expanded, however, the leaders became more and more conscious of the fact that elements other than subject matter courses were involved. There were the various academic and professional interests of students. Some were interested in one program of work, others in another. The same courses and the same requirements could not and did not meet these varying interests. The result was a broadening of course offerings. Gradually it began to dawn upon the leaders of the movement that the restricted offerings leading to advanced standing in colleges, universities, and professional schools did not represent adequately a program of general education. In order to be general in a democracy, education has to include those things that are of basic importance in the lives of all men

and women—the things that should be the inheritance of every boy and girl. An examination of the process of education, so-called, revealed the fact that what had been termed education was in reality not education at all but instruction. This discovery led many of the junior colleges to turn their attention from formal college and university pre-professional requirements to the boys and girls that constitute their student bodies. They asked themselves (1) "What are the problems in life that these boys and girls must face as human beings—the problems upon the solution of which their success or failure in life depends?" (2) "What facts do these boys and girls need to know in order to meet and solve successfully these problems?" (3) "How can these facts best be disseminated amongst these boys and girls?"

Between the areas of elementary education and graduate instruction—or expressed in other terms, between the period of childhood and the period of maturity—lies an all-important field of education which has scarcely been touched. The institutional terminology for this area is secondary education. In terms of student problems it is the period of adolescence—the period during which boys and girls are meeting for the first time aggravated problems of personal and social adjustment. Until recent years, this period has been dominated completely by the demands of colleges and universities. They have been protected in these demands by accrediting procedures of local and national accrediting agencies. Fifteen units of credit gain for students admission to freshman classes. They must secure 120 hours of credit for graduation. Quantity of work rather than quality has determined the content of

courses offered to these adolescent boys and girls. The Progressive Education Association and the junior colleges constitute the most serious obstacle to the continuation of this procedure. They say, frankly, there is so little correlation between the work done in high school and achievement in college that the dominance of prescribed traditional courses in the curriculum cannot be justified on educational grounds. They are backed up in these assertions by the studies of Ben Wood in Pennsylvania, Douglass at Minnesota, and by other studies in various centers. The Progressive Education Association issues the challenge to the senior high school and the junior college by contending that they are the proper institutional means for experimentation in this area. They are not bound by the traditions of the liberal arts college or of the secondary school; moreover, they are loath even to recognize the validity of these traditions. They ask the educational world to turn its attention from traditional courses that the student will later pursue in graduate and professional schools to the problems of boys and girls who are preparing to face life as men and women.

President Millikan of the California Institute of Technology was asked some years ago what percentage of the boys and girls dissecting dead cats in the laboratories of colleges and high schools of America were getting anything of material value toward the solution of problems they must face in life. His reply was, "To be liberal, I should say two per cent." The junior college is protesting vigorously against concentrating upon material that is of value to only two per cent of the girls and boys of this country. One hundred per cent must live the lives and solve the problems of human beings. In short, the junior college is now challenging the

American educator to build a program of general education, a thing that has not yet been achieved in this country. By general education, we mean that type of education which will first make a student conscious of his personal and social problems and then give him a fund of information to enable him to solve them simply and effectively. In other words, the center of emphasis, under junior college leadership, is switching away from subject matter toward a student-centered program. This change does not mean a cheapening of the educational process, although this change is being made by liberal arts colleges perhaps because, for the first time, they are becoming concerned over the influence the new institution is having in the field of education.

Let me repeat, general education is the heritage of every boy and girl in America. No student is to be denied access to those facts and laws which he should know for the intelligent solution of his problems as a human being. The question of elimination, as an educational procedure, should never enter the area of general education. To eliminate the unfit is the prerogative of the graduate and professional school, where scholarship and professional skills are imperative. One cannot, and should not try to, make a scholar out of an adolescent boy or girl. Neither should one dampen the curiosity of the limited number who ultimately will become scholars by introducing them prematurely to subject matter that will later constitute their graduate and professional work. The interests of the student who will enter upper-division courses should, of course, be safeguarded, but it is equally important, as Professor Millikan pointed out, that the boy or the girl who is later to be an engineer or nurse should first be given

contact with that general education and culture which is essential in all human living. Adolescence is the stage when the broad objectives of life are becoming defined, and when a human being is first made conscious of the major forces which will direct him toward the achievement of these objectives.

The function of the junior college, then, which deals with this adolescent stage, is to examine with a skeptical eye all traditional courses in the curriculum. If they were placed there by colleges and universities because their faculties disliked teaching elementary material, they should be eliminated. Only those courses which can be proved to contain the material most vital to the solution of general human problems should be retained. In other words, the junior college should invite the graduate and professional schools to re-define in terms of their own curricula not only the professional but the pre-professional courses required. Since the turn of the century these schools have added more than seven years to their curricula but there has been no lessening of the demands placed upon the secondary schools; this in spite of the fact that numerous studies fail to support the validity of these required courses as prerequisites for achievement on the graduate level.

In other words, the great task of the junior college, both public and private, is to discover the adolescent boy and the adolescent girl and to prepare that boy and that girl for intelligent living. The junior college student must be taught the facts and laws of science essential to the solution of his problems, for upon their solution depends his success or failure in life. He must know the laws of health, personal, family, and community, and in addition he should have built up a bundle of habits that will

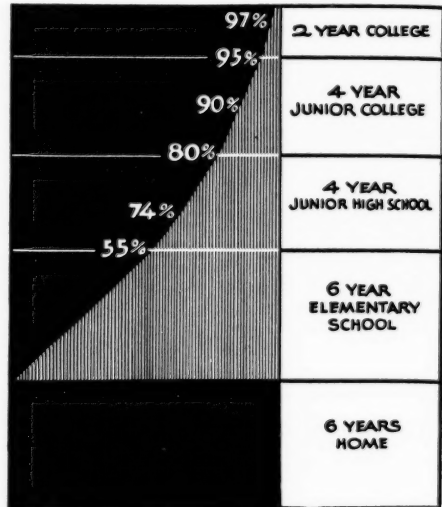
minimize or prevent illness. He must come in contact with broad cultural fields, literature, poetry, art, drama, religion, and philosophy, which give meaning to life. He must know how to turn his energies to earning a living, and also how to spend his income so as to produce the greatest amount of satisfaction for himself and his family. He must be taught not only to formulate ideas of his own, but to master techniques for intelligently expressing those ideas, whether by voice, pen, or brush. He must be given contact with the forces which make possible the solution of social problems in his home, in his community, in the nation, and in the world in which he lives. A positive emphasis must be placed on the fundamentals of character building which are essential in a well regulated, controlled and directed life. This does not mean an emphasis upon theology and metaphysics, but it does mean an emphasis upon those emotions which are basic in religion and in all the cultural arts. If the junior college is to fulfill its mission in the field of general education it must demand an emphasis upon the emotions which interpret and give meaning to life equal, at least, to the emphasis upon the facts and laws of science.

During the pre-adolescent period of childhood the dominant responsibility and influence rests with the home and primarily with the mother in that home. The period of adolescence, that with which we are dealing, is the period when the child is passing from childhood into maturity. It is the period when he is first meeting the major problems of life, the period that should be devoted to education in its broadest sense. The final period of maturity is when a small group of men and women emerge as scholars, theologians, lawyers, doctors, engineers. This is the period not for

education but for instruction. Scholarship and professional skills and techniques become all important. Our great trouble has been that the needs of this particular group have been permitted to dominate the whole educational procedure.

An examination of the accompanying chart will perhaps serve to clarify my meaning. The statistics for this chart were derived from the 1934-35 biennial survey of the United States Office of Education and are based on the entering first grade class of 1919 with the corresponding enrollment in the various grades on through our public school system to 1935. The appalling percentages of students eliminated along the way, as shown by the black area on the chart, indicate clearly that our emphasis has been entirely upon the selecting rather than the educating process. The traditional high school and college have created this condition and it is not in their power to change it. The only institutions in our public school system that are free to attack the problem are the junior high school and the junior college. They need not allow themselves

to become enmeshed in the interests and objectives of the traditional college. It is their opportunity and their obligation to bring back into the educational pic-



HOW STUDENTS DROP OUT

Black areas represent boys and girls not in school

ture all of these boys and girls who have been eliminated, these boys and girls who represent the masses in our democracy.

Problems of Public Junior Colleges

A SYMPOSIUM

OUTSTANDING Problems of Public Junior Colleges were discussed in a series of 11 five-minute addresses following luncheon on the first day of the annual convention of the American Association of Junior Colleges in Columbia, Mo., February 29. The luncheon meeting overflowed a dining room accommodating 90 persons, and 40 additional delegates lunched in another room. After the luncheon, 175 to 200 delegates assembled in the ball room of the Tiger Hotel for the symposium. C. C. Colvert, dean of Northeast Junior College, Monroe, Louisiana, presided. The secretary was Irvin F. Coyle, dean of the Junior College of Flat River, Flat River, Missouri.

STUDENT DIFFERENCES *

The outstanding problem of Weber College is to give satisfactory educational experiences to the non-university students. Dr. Rainey roughly classifies youth into three groups, namely, the 10 per cent who will go into the professions, the 25 per cent who will follow the semi-professions and skilled trades, and the remaining 65 per cent. The term "non-university" as used here includes Dr. Rainey's group of 25 per cent and his group of 65 per cent.

These non-university students present a most serious problem to Weber College because the institution was originally designed to serve the preparatory group, a privileged minority. The problem is rapidly growing acute because students who will be unhappy in the traditional courses are applying for ad-

mission in rapidly increasing numbers.

Two illustrations will serve to describe the difficulty. On the first Wednesday in January of this year, the NYA supervisor brought in nearly 100 selected students from his rolls. Many of them wanted and needed courses in the life sciences, courses based upon their own life needs, courses giving much direct contact with things with less technical book learning, and courses that are taught by instructors who possess a sympathetic understanding of students of the non-university type. An inspection of the 33 courses offered in the life sciences showed 27 of them to be definitely college preparatory courses of the specialized type with but six of the type sought, and the enrollment in these six suitable classes proved to be already very large while the enrollment in many of the specialized classes was comparatively small.

Another experience with the trade courses revealed fully as many difficulties—difficulties arising from the policy of the college to prepare only the number of trades people that can be placed in the trade, and difficulties caused by the lack of shop space and shop equipment. As a result of limited employment opportunities and limited equipment many of the departments are limited to the training of 15 or 20 students and most quotas had been filled since fall.

The problem is, then, first a problem of congestion due to the rapid increase of the non-university type of student and second, one of developing more suitable courses. What, then, is the solution?

*By H. A. Dixon, President, Weber College, Ogden, Utah.

Should the college deny admission to part of the 65 per cent which Dr. Rainey describes as needing, for occupational reasons, only an eighth grade education and a very short period of training in industry? Should the college take the position that it cannot be expected to assume full responsibility for the non-university group of youth between 18 years and 21 years of age, since that is the responsibility of the NYA, the CCC and the Chamber of Commerce Youth Committee as well?

If the school continues its policy of "taking all comers" who are over 18 years of age, what should it do toward meeting the following issues:

1. Are vocational needs the only needs of the unattached 65 per cent? What are their other needs and how can the college meet them?
2. Should the college organize numerous short courses designed to prepare this 65 per cent for work?
3. Is it possible to increase the cooperative training programs where students work in industry part time and attend school part time?
4. Should the school attempt to give all courses for non-university students a vocational emphasis?
5. Are new flexible general and survey courses the answer?
6. Should the school develop more suitable general and non-technical courses within the present subject matter fields?
7. Should the college abandon the idea of limiting trade training to the approximate number that can be placed and throw down the bars to all? (There might be some justification on the grounds that the skilled WPA worker receives 70 cents per hour while the unskilled gets 50 cents per hour.)
8. Are there other solutions to our problems?
9. Can and will the state appropriate enough money to give "all of the children of all of the people" a junior college education?

The speaker does not know the answers to all of the above questions. Possibly it is best to adopt the philosophy of the easterner who came way out west to spend his vacation on a "dude ranch."

"I should like a horse to ride," said he to the owner.

"We haven't any," replied the owner.

"What are those in the corral?"

"Oh, they aren't broke to ride," was the answer.

"That is exactly what I want," exclaimed the visitor. "We can learn together."

INADEQUATE FACILITIES *

The junior college at San Francisco is now operated in 24 buildings scattered over the city. Many of the classes are being held in high schools and other public buildings borrowed here and there. The junior college organization is looking forward to new plant facilities of its own next year.

The college was established five years ago and has been somewhat a "man without a country." The library, which is housed in four buildings, has a total of 10,000 volumes. Student spirit is good, and the work has progressed very satisfactorily despite the disadvantages arising from inadequate housing facilities.

"We are the sons and daughters of pioneers and we can take it," was the response of one student, when commiserated on the college's poor accommodations. The students are inoculated with the idea that they are builders of the institution. I wonder whether that spirit will be transferred to our new campus.

SELECTION OF STUDENTS †

Although public junior colleges propose to be non-selective, the facts indicate that selection in high degree does

* Summary of statement by A. J. Cloud, President, San Francisco Junior College, San Francisco, California.

† Summary of statement by William H. Conley, Dean, Wright Junior College, Chicago, Illinois.

take place. Three influences are operative in the process of selecting and eliminating students. These influences are as follows:

Family economic resources. Only 31 per cent of the students in Wright Junior College come from families in the lower income bracket.

Selection on the basis of intelligence undoubtedly takes place. This is due perhaps to the nature of junior college programs, to high school guidance programs, and to tradition. Studies indicate that a relatively small per cent of the college students come from the lowest quartile of high school graduating classes.

A more pernicious type of selection takes place after the student enrolls. This type of selectivity results from the striving on the part of faculties to maintain academic respectability within the colleges.

Much of the selection which takes place in connection with junior college students may not be knowingly promoted by faculties, but it constitutes one of our basic problems.

TRAINING OF TEACHERS *

A number of factors give the problem special significance. In the first place, the junior college, on the whole, is a small school. Eells¹ reports that 75 per cent of them enroll fewer than 400 students. Half of them enroll fewer than 200. These small schools are endeavoring to offer a wide variety of courses, and, because of the small enrollment, and in many of them limited income, teachers are working in two or

more fields, frequently not closely related. It is believed that a survey will show many students are thus taught by people who have inadequate training. Even in closely related fields, such as the social sciences, a history major is frequently called upon to teach both European and American history when his preparation, though sufficient in one field, is inadequate in the other. Another example from the same field: A person adequately trained in economics is called on, due to the small enrollment, to teach some sections of political science or geography. His transcript shows him to be a specialist and not prepared for broad assignment in the same general field. It would be of value to know how many classes are taught by people out of the field of their graduate major. This phase of the problem can be aided considerably when enrollment is larger and when teachers receive broader and less specialized training.

Another problem concerning the adequacy of training, and perhaps the most important, involves the purposes teachers have for education in the junior college years. In the final analysis, the teacher very largely determines what is the curriculum because it is he who determines the emphasis that shall be given the various elements and phases of the work over which he presides. Through his active direction he determines the purposes for the courses and activities in his immediate charge. To a very considerable degree, the content and quality of both student activities and courses are gauged by the breadth and quality of the teacher's own training as well as by the purpose he holds for education during the junior college years.

Three general points of view on the purpose of the junior college are set forth here. They represent in varying

* By L. O. Todd, President, East Central Junior College, Decatur, Mississippi.

¹W. C. Eells, "Junior College Growth," *Junior College Journal*, 10:335-39 (February 1940).

degrees those held by a large proportion of teachers. They are as follows:

1. The junior college is a selective institution after the manner of the continental secondary school and the American liberal arts college and is for the intellectual elite. This purpose has much to commend itself, but the fact remains that the bulk of our youth are not interested in the traditional liberal arts training nor are they prepared to get it, even granted it is the best program for them. Yet, many of our strongest teachers hold to this point of view.

2. The junior college should prepare adolescents for trade, industry, for the professions, or for further college work. This entire point of view stresses subject matter as such and draws the lines of subjects. The entire experience and training of teachers with few exceptions has been along this line, and they have neither the inclination nor the time to offer courses with varying purposes intended to serve the immediate and reasonably assured further needs of the student in understanding himself and his environment and in making a living. If this point of view is accepted, in most instances preparation for professional school or other type college will dominate the thinking of teachers, and the bulk of the students are put through a regimen that is suited to a small minority. Because of specialized training in narrow subject matter fields, the majority of our teachers are inadequately prepared to offer many of the courses we should like for them to teach in the small college.

3. The junior college should consider each adolescent in the age range as an individual and minister as best it can to his needs. Educative experiences include more than classroom experiences. Practice and theory here vary from a program that results in no failures, little

concentration of effort, scant appreciation of tried subject matter, and great emphasis on extracurricular activities, to the finest and wisest of secondary school practices, where the needs of upper adolescence are served as wisely as present knowledge of them allows and under the direction and guidance of able teachers.

If junior colleges have any special function in American education, it is to know the needs and serve the interests of individual boys and girls. This calls for a guidance program. The junior college is committed to the policy that it should be known as an institution in which effective teaching is done.² This calls for enriched class and extracurricular activities. We hold, then, that an adequate program of teacher training would include a base of general education, concentration in a broad subject field, and active participation in extra class and school activities to give the breadth of scholarship and understanding essential to the peculiar teaching needs of the institution. In addition, there should be professional education that would develop an understanding of the purposes of junior colleges and the needs of adolescence. Somehow it is hoped that this program would develop a teacher who could teach.

POPULARIZING TERMINAL COURSES *

The need for terminal courses in junior colleges is an accepted fact. Adjusting its curriculum to the specific needs of its students, as Judd has said, is one of the functions of the junior college. Such

²"Junior College Standards," *Southern Association of Colleges and Secondary Schools*.

*By Floyd B. Moe, President, Virginia Junior College, Virginia, Minnesota.

adjustment cannot possibly leave out terminal courses.

The high mortality rate in all types of institutions in higher education—liberal arts colleges, teachers colleges, and universities—reveals the need for some considerable readjustment in the orthodox program. It might be said with some measure of truth that most higher institutions are giving only two years of college work and that they are in fact junior colleges, for the mortality rate at the end of the sophomore year runs, typically, higher than 50 per cent.

The same thing is true in the junior colleges. Their holding power is weak. The mortality rate at the end of the freshman year is high, indicating that the junior college as an institution is not fulfilling its true function a great deal better than are the four-year colleges and universities carrying out theirs.

One of the greatest difficulties in making a good adjustment between the curriculum and student needs is the inability to popularize terminal offerings to the extent that their social utility merits. Leaving out of consideration the large junior colleges in which the enrollments run into the thousands, terminal courses at the typical junior college should be grouped into at least three rather broad classifications, such as semi-professional engineering, semi-professional training for the distributive occupations, and cultural arts or social intelligence curricula. Jewett of the American Telephone and Telegraph Company more than 10 years ago declared that there was a wide field in semi-professional engineering. Today, training in this field has a broader meaning than formerly. It means something a little less professional and a little more practical than the term "semi-professional" suggests. But it is agreed, I think, that the curriculum itself must

be general and its purpose always directed toward training students for industrial employment. America is an industrial nation. An important outlet for young people is in the field of factory employment.

Training for participation in industry must be general. Training in specific skills to the point of great industrial proficiency is not a function of the junior college. Technological change may too quickly render such skills obsolete.

Homer P. Rainey, former director of the American Youth Commission, has recommended a multiplicity of short courses of only a few months in length for the purpose of training rather simple skills. As a general procedure in junior college education such a program would be, I believe, wrong. Such moderate training gives the possessor no command over wage differentials in the employment market, and besides, the employability of youth under 20 years of age is becoming more and more restricted. A longer period of training is more sustainable in theory.

A curriculum in semi-professional engineering, as its title indicates, is more generalized than are professional curricula such as engineering, education, law, medicine. And herein lies the difficulty. The more remote the connection is between the curriculum and the job, the more difficult it is to counsel students to enter such curricula. Students associate curricula in medicine, law, and engineering directly with the job. Semi-professional engineering, covering a multitude of jobs in the industrial field, is a general term and is not associated in the minds of students directly with specific jobs.

As a result, students will elect the orthodox pre-professional curricula, although we as counsellors know, even

with the unreliable predictive instruments at our command, that they will not survive more than one or two years in their chosen curriculum.

Another example may be given. In a semi-professional curriculum in business education, differentiated between secretarial training and training for the distributive occupations, students will ordinarily elect the former without hesitation. They associate stenography and secretarial work directly with employment, and they will choose this field even though the standard of wages in the work may be deplorably low. The opportunities in the more generalized curriculum—training for the distributive occupations—may be infinitely greater, but the understanding of such opportunities is less.

In a cultural arts or social intelligence curriculum the problem is even more difficult. There can be no doubt concerning the great need for such curricula. And a great deal may be said in favor of two years of cultural training on a terminal basis in survey courses, but I am convinced that when packaged as terminal curricula they are unsaleable. It may be necessary to re-design the package, just as frequently is done in business.

In a certain sense the problem is one of conflict between educational theory and human behavior as reflected in the responses of college students. In theory, the courses should be general in nature in order to provide the best background for entrance into a dynamic industrial environment whose chief characteristic is change. In practice, students, by tradition and habit, associate directly the curriculum with the job.

This means that ours becomes a job of selling. The product is good, that we are sure of, but the sales promotion is poor. The product doesn't sell. The

specifications for our job, among other things, certainly include the following: pre-registration counselling with emphasis upon vocational interests and aptitudes, pre-registration counselling with emphasis upon vocational opportunities, and discontinuance of the use of "terminal," and the substitution therefor of terms which have greater specific job connotation.

TERMINAL COURSES IN SMALL INSTITUTIONS *

I am from Iowa, the state of small junior colleges. Indeed, if number of students were the sole factor of the success of a junior college, only about two of our present 27 public junior colleges would continue, for with the exception of three or four, we all have an enrollment of less than 100. We aren't a new situation, however; we've been tried; we were all established way back in that era known as prosperity—during the pre-depression period. Like most of you, when first established, our purpose was college preparatory, but as time has gone on and we have found that only about half of our number after being prepared was going on to college, we realized that we were only about half meeting our obligation. So now in spite of an article which I read recently and one which I think expresses the philosophy of most in regard to terminal courses in this junior college movement, an article which stated that no junior college of less than 200 should attempt terminal courses, for without that number no school could hope to serve its full purpose—in spite of this, every junior college in Iowa is offering terminal courses.

Now, before I discuss our problem in handling terminal courses, that you who

*By Willetta Strahan, Dean, Muscatine Junior College, Muscatine, Iowa.

are not familiar with our pattern of education may not think we are utterly void of any concept of what this junior college movement is, I am going to explain briefly something of our educational set-up. We are a rural state; we don't settle in cities; in fact, we have no large cities, only one over one hundred thousand. For the most part we are spread out in small villages and towns, each having its own elementary and secondary school system. Our junior colleges when established followed the same pattern. Instead of establishing one in a certain district or zone, any town whose citizens voted a junior college and could find at least 50 students for the beginning, could have a junior college. As long as we adhered to the old college preparatory these small situations to which we were accustomed offered no particularly serious problem; but with the introduction of terminal courses, our big problems have come.

The two terminal or semi-professional courses, for our terminal courses are those giving a general education as well as a vocational training, are in the commercial and educational fields. But in both these courses there is an overlapping with similar courses in the high schools, and therein lies our problem. You might wonder, if there is this overlapping, why we with our small enrollment are justified in offering these courses.

Our teacher training department for the most part has been established in cooperation with the state department in an effort to raise the teaching standard of the state. Approximately 20 per cent of our high schools offer a normal training course designed to prepare students to teach in the rural schools. Realizing that the high school graduate is too immature to comprehend the full meaning

of professionalization and that the normal training course of necessity robbed him of needed academic training, the state department has advocated a fifth year—hence the junior college. At present, however, all but two of our 27 public junior colleges have a teacher training course designed to fit teachers primarily for rural situations. Our first problem, then, since we have failed to raise our teaching standard by legislation, is to produce a teacher recognized by the general public as superior to the high school normal training teacher. If we can solve this problem, we hope to be able to solve two other problems, namely, small enrollment and finance. First, if the junior college can ultimately absorb the present high school normal training course, our enrollment in that department will be increased. Second, if this comes about, we are hoping that the present state aid given to normal training high schools may be given to the junior colleges doing the same kind of work. At our state junior college meeting last fall we went on record asking that junior colleges offering a normal training course be granted state aid equal to that given to high schools having a normal training course.

We have this same overlapping with high school work in our commercial course. And yet we feel justified here, too, in offering such a course. First, local business men have told us that they need workers who know more about the business world than merely how to operate a typewriter and transcribe letters. Furthermore, they are asking for people who have a good background of business principles. Second, we have that large percentage of students who are not preparing for further college education, but have come to us, and many because they can find nothing to do, with the hope that more education

will bring the desired job. Our immediate problem, then, is what shall we offer these young people that will equip them with marketable skills for the occupational opportunities that are present in our community? Certainly, we do not want to duplicate what is already being given in high schools. Out of this problem, then, comes another, namely, how are we going to correlate or build on to the work given in the high school? In large communities, where the high schools are large enough to offer their students a well-rounded background training, this problem is not as important, but for the average junior college in Iowa it is important because of the fact that at the present time so many of our high school commercial programs are deficient in this respect.

Of the problems presented in these two terminal courses discussed, those in the field of commerce are the more difficult. However, because these problems are common to all of us, and even though junior colleges are many in number and spread out over the state, there is a very close cooperation among us and we are working together toward a solution. Not only does unity exist among the junior colleges, but we also have help from our state department as well as the intercollegiate committee from our state schools. In the efforts of all lies our hope of solution.

SATISFACTORY GUIDANCE *

The most effective guidance should be a natural outgrowth of classroom teaching, and it is not necessary to set aside a certain hour of the day in which guidance is stressed. Teacher guidance is the most effective in the ordinary public junior college with an average enroll-

ment of fewer than 400 students. It is my thesis that the guidance movement should be studied closely in the light of the objectives of modern education.

The teacher, the school plan, the curriculum, and the general educational atmosphere in any school are important factors in guidance.

An integrated personality is essential. The teacher must be pleasant, understanding, informal, and natural. The teacher must build a relationship of mutual understanding with every student in so far as that is possible. It is only then that the student feels free to "open up" and confide secret ambitions and desires. This means that the teacher must be more interested in young men and women than in subject matter. Subject matter can be said to be only a tool and is important only when used as such.

Every student should be considered as an individual human being and not alone as a member of the larger group called society. It is trite to say that each individual is different from every other individual. A system of education must take cognizance of that fact. Every person can do something and do it well. It is the business of the school to guide them into the things they can do. Dr. T. H. Briggs some years ago made this statement, "The general purposes of the school are conceived to be to teach the pupils to do better the desirable things they are likely to do anyway and to reveal higher types of activities and to make these both desirable and to an extent possible." Plato expressed much the same idea when he stated in substance that society is well and stably organized when each individual is doing that for which he has aptitude, and that it is the task of education to discover these aptitudes and assist in their development for the common good.

*By W. M. Ostenberg, Dean, Coffeyville Junior College, Coffeyville, Kansas.

A philosophy of guidance that takes into consideration the fact that all individuals are different, that they think differently, they feel differently, they respond differently, they are products of different environments, etc., means that the instructor becomes more concerned with students than with subject matter. An instructor with that kind of belief tries to learn many things about each student with whom he comes in contact. He makes a serious attempt to answer such questions as: What kind of home does this student have? What is the economic status of his family? Does he attend church? With what organizations is he affiliated? Does he work after school hours? Does he have special interests? Does he have ambition to do something worthwhile or does he seem content to drift along hoping that tomorrow will bring him luck? What is his attitude toward school and toward his fellow students? What does he think about government? Does he get along reasonably well with other members of his group? Does he evidence any ability to assume leadership in his group? What do other members of the group think of him? What does his scholastic record reveal regarding his aptitudes, interests, and abilities? The competent instructor makes a serious attempt to learn the answers to these and many other questions with reference to each student.

One of the most serious indictments against many schools today is that they have failed to consider each student as an individual human being with different likes, dislikes, interests, feelings, abilities, attitudes, etc. Probably one of the reasons that this is true is that education has been placed on a "mass production" scale. In this respect the school has tended to do only what has been done in modern industry. Here

man has become just a number, an impersonal thing instead of a human being. Standards have been set up and the school has assumed in a large measure that each person should know a certain number of things. If he doesn't he should fail. Just as Henry Ford expects his automobiles to come off the assembly line just exactly alike so the schools, including colleges, have expected that students, within certain limitations, should come out of school just alike. The very bigness of the educational program has been conducive to that kind of thinking. Many instructors have been forced to standardize their courses because of the fact that their teaching load has been so heavy that they have found no time to take into consideration the factors suggested here.

What has the writer done in his effort to put into actual practice his belief that all students are different? It should be stated here that he is fully cognizant of the fact that his endeavors along this line have been feeble and ineffective. A serious attempt has been made to have each instructor in the Coffeyville Junior College learn to know personally all students in his classes and as many others as possible. In a school of 550 students this task is not impossible. Instead of having a dean of men and a dean of women to whom the students should take their problems, special emphasis has been placed on the idea that all instructors should be advisers to students. Formerly the dean of the college and the registrar took care of the enrollment of students. Now every teacher assists with this enrollment. Instead of designating two days for enrollment, one day for each class, the entire week before the opening of school is enrollment week. It is our belief that if careful study is made of each student's problems at the time he enrolls there will be less

likelihood that he will drop out of school because he is unhappy with his school subjects.

It is our firm belief that an attitude of friendliness on the part of the instructors will assist materially in getting the confidence of the student. For that reason it has been repeatedly emphasized in bulletins and in regular faculty meetings that the instructors should try to get the students to understand that this business of education is a cooperative effort in which both sides profit and that the best way to gain the confidence of the students is to radiate a spirit of friendliness. The best way to gain friends is to be a friend.

A special study is in progress at this time in which an attempt is being made to learn the criticisms of former students and graduates. All graduates and students who have attended Coffeyville Junior College since 1923 will have an opportunity to answer a questionnaire about the junior college. A check of the office records indicates that a large number of students discontinued school without completing the two years' work. It is hoped that this study will result in some helpful suggestions for the future.

All of the members of the teaching staff of the Coffeyville Junior College realize that in the consideration and application of this belief only a small beginning has been made. There are many factors that work against the wholehearted application of the philosophy of respect for individuals. One of these is the university entrance requirement. The largest percentage of the students in the Coffeyville Junior College do not attend any other institution when they have completed the work in the junior college and yet, when they enroll as freshmen, nearly all of them state that they plan to complete a full

four-year course. The members of the faculty know that, for various reasons, many students will never attend another institution. It is obvious that it is much easier to take into consideration the aptitudes, interests, and abilities of each student when college or university entrance requirements can be left completely out of the picture. There is a tendency on the part of some senior colleges and universities to move toward less rigid entrance requirements and to recommend a broad, general education for all students of junior college rank. The problem mentioned above will become less serious when this movement becomes general.

In spite of our shortcomings in attempting to consider each individual as a human being there is hope that improvement can be made when a group of faculty members is seriously interested in doing a better job and when the members of that faculty group have come to a conscious realization that each student is different and that each has a right to expect that the school will help him solve his own particular problems.

SOCIAL EDUCATION*

For managing internal affairs, Hardin Junior College set up about three years ago a student-faculty council. This council is composed of four students, two elected from each class, and four faculty members elected by the faculty. In the fall of 1939 the council appointed a central social committee composed of four faculty members and six students. The principal function of this committee is to plan and supervise a regular program of social functions for the college. The aims of this committee, as

*By George M. Crutsinger, Director and Dean, Hardin Junior College, Wichita Falls, Texas.

stated in its report to the council, are as follows:

1. To encourage and stimulate social life in the college community by means of two entertainments each month. It is suggested that these consist of one evening party and one afternoon party.

2. To suggest and encourage a variety of entertainments so that students may experience many types of social activities.

3. To plan a social calendar for the current year.

4. To plan a tentative social calendar for the coming collegiate year to be placed in the college catalog.

5. To serve as an advisory board to all clubs and groups which sponsor the different social functions.

Each social function is sponsored by one of the clubs of the college. For example, the opening party in the fall was sponsored by the Out-of-Towners' Club. That club, through its committees, planned and carried out all the arrangements for an evening program in the gymnasium. The program of that party consisted of a floor show, a dance, and table games. Refreshments were served at the intermission. The plans for the party were approved in advance by the central social committee, and a report of the party, including figures on finance, attendance, and details of the program, was filed with the central committee.

Similarly the Home Economics Club sponsored a Christmas tea given in the afternoon. Tea was served from three to five in the home economics reception room, during which time a program of recorded Christmas music was played, and in one of the near-by rooms a motion picture of a trip to Hawaii was shown. Plans and reports of this function were also submitted to the central committee.

Two of the evening parties during the year are financed by the Student-Activity Fund, as are all the afternoon functions. These two evening functions are the opening party in the fall and the all-college dinner in the spring.

To the other evening functions students pay about 25c admission and are permitted to bring personal guests who are not students. The activity fee underwrites the expenses of all parties, and the receipts from the parties are turned over to the activity fund.

From all information available the students are highly pleased with this program and are realizing that they secure some very valuable social training. The program also tends to make the college the center of interest in the life of our students.

COMMUNITY RELATIONS*

A consideration of the problem involved in that phase of the junior college pertaining to community relation and support demands for the sake of clarity that some attention be given to defining the component parts which make up the question. These parts which must be more clearly presented are: (1) the community; (2) the junior college; and (3) the meaning implied in the terms "relation" and "support."

The community here dealt with is Fort Smith, Arkansas. While possibly it cannot be taken as typical of all towns of its size, nevertheless, it has much in common with the others in this category. The chief source of income derives from the factories, and the trade territory furnished by the surrounding smaller towns and the rural areas. One attribute which does distinguish this city from many others is its tendency to be conservative.

The public school system, of which the Fort Smith Junior College is a part, has earned a reputation for being progressive and up with the times. Unfortunately, however, the Junior College

* By James W. Reynolds, Dean, Fort Smith Junior College, Fort Smith, Arkansas.

has not enjoyed the popularity that has fallen to the other parts of the system. Since this condition constitutes the problem which will be discussed more in detail, it will be passed over for the time being to be referred to later in these remarks.

The Fort Smith Junior College is a small school having an enrollment of 150. By far the greatest part of this enrollment is derived from the graduates of the Fort Smith Senior High School. The courses for the most part are those associated with the traditional college offerings, although some slight headway has been made in the introduction of a terminal program. For technical reasons inherent in the local institution, the college has never sought accreditation by the North Central Association. The quality of the work done, however, is attested to by the fact that transfers from the school have never experienced difficulty in going ahead with advanced work in many of the larger institutions of the country.

By the term "relation" as used in the title is meant the attitude of the community toward the junior college. By "support" is meant the so-called moral support rather than financial. Obviously, the problem exists in the fact that the relations with and support of the junior college are unsatisfactory. The balance of the time will be devoted to a consideration of the factors which are responsible for this condition. The Fort Smith Junior College was created by the local school board in 1928, primarily for students who could not afford to go elsewhere to college. Thus the idea of charity attached itself to the school and has prevailed to the present time in the minds of many. While there is nothing wrong with being charitable, nevertheless, in a conservative community, the thought does not

always command the greatest of respect. To take measures deliberately to destroy the idea is likewise unfeasible. Fortunately, the original conception of the school is gradually dying, and possibly time, the great healer, may bring a complete solution.

It has been mentioned earlier that the Fort Smith Junior College is not accredited by the North Central Association. This has naturally been responsible for some questions concerning transfer of credits, especially in instances in which students have sought to go to other parts of the nation for advanced work. The state University of Arkansas and other senior colleges in the state and in the states immediately adjacent have had enough experience with transfers from the Junior College that they no longer question the ability of these students. The degree of uncertainty which attends the situation, however, prevents the school from taking a positive stand and lends itself to the lack of confidence which some of the community have in the work offered. This phase of the problem is further complicated by the fact that the average high school graduate is seeking greener pastures in other areas. No one will deny that youth is resourceful. These two phenomena are responsible for the creation of a clearing house through which all adverse criticisms of the school are collected, doctored by a liberal sprinkling of judicious exaggeration, and disseminated with a vengeance. Since this activity goes on entirely through the medium of private conversations, the damage is done before it is possible to counteract it.

Fort Smith is located 65 miles south of the state university, 80 miles west of one of the state agricultural schools, about 125 miles west of one of the state teachers colleges. In addition there are

other colleges, operated by the state or religious denominations, located not much farther away. Every one of these institutions has its loyal sons on the scene to present first hand information as to the advantages which his alma mater offers. Furthermore, financial considerations have made a glamorous athletic program inadvisable for the junior college, so the gladiatorial aspects of the institution's program are non-existent. The implications of these drawbacks are so obvious as to need no comment.

From such a dreary picture as has been presented, there might be some who would draw the conclusion that experience has taught in this instance that the Fort Smith Junior College has no excuse for existence. This, however, is refuted by the fact that the school continues to grow, though slowly, and that throughout its existence it has been self-supporting on the basis of the small tuition that its students pay.

In the minds of others of the listeners is no doubt the question of why something hasn't been done about developing a terminal program. This question leads to another difficulty which is being gradually overcome. There is probably no other high school in the state that has a better program of vocational and trade training than Fort Smith. The proposition of carrying this over into the college is another matter. Unfortunately the federal government, which must be thanked for many of the advantages which the high school and out-of-school youths enjoy, has not seen fit to project these opportunities into the junior college field. With inadequate revenues to carry on this work unaided, the desired additions are of necessity curtailed.

In conclusion, the Fort Smith Junior College faces two problems in regard

to community relations and support—apathy and some hostility. Apathy is inherent in the natural inertia that characterizes any group who are conditioned to react without great emotional display, and some hostility would derive from some of the factors previously mentioned, such as the desire of boys and girls to go elsewhere for their college training.

Perhaps the chief difficulty may best be summed up in the suggestion that we seek to accomplish our results too rapidly.

SECURING STATE AID*

In order that we may have a picture of the junior colleges of Iowa, I would like to state that at the present time there are 27 public junior colleges and 10 private junior colleges. There were 2,308 students enrolled the first semester of this year. This is an average of 86 students. Of these, eight private and two public junior colleges are offering teacher training curricula leading to the standard elementary certificate. This training includes practice teaching. In our state 1,740 new rural teachers are employed each year. Of this group only about half are college trained. The other half secure their training through our normal training high schools, which, we are sorry to admit, still operate in Iowa. There are about 200 of these normal training high schools. Other students qualify themselves by earning 30 semester hours of college credit and writing the examinations with the county superintendent to secure a second grade uniform county certificate.

Nearly all of the public junior colleges are offering at least 10 semester hours of Education, which, upon gradu-

* By Harland W. Mead, Dean, Washington Junior College, Washington, Iowa.

ation from the two-year junior college course, entitle that graduate to a first grade uniform county certificate without examination. These courses are set up primarily to train rural school teachers. The normal training high schools of Iowa receive a few hundred dollars in state aid. It would likely be easy to secure a like amount for our junior colleges for the teacher training that is being done. However, under the guidance of the Intercollegiate Standing Committee which has been the actual accrediting agency of the Iowa public junior colleges, these colleges have in reality been small liberal arts colleges. It is the opinion of many school administrators that state aid should be made to the junior college as an institution rather than to a department of the college. This might be interpreted to mean that the public junior colleges were state institutions training teachers. The junior college section of the Iowa State Teachers Association has set up a committee to study the problem of state aid. To my knowledge the legislature has never been asked for funds for this purpose. The chairman of the legislative committee of the Iowa State Teachers Association reports that in a meeting with an officer of the Iowa Taxpayers Association the desire of this organization was expressed that the educational administrators of Iowa confine their requests for support to taxes raised on real estate. At the present time over 99 per cent of all tax money for schools comes from this source.

The statute of Iowa states that support of public junior colleges must come from tuition paid by the student adequate to meet instructional costs. The majority of Iowa junior colleges charge \$50 per semester. I would say that the present attitude in Iowa is that it would be better to refrain from accepting a

few hundred dollars of state aid for teacher training in the hope that each school might receive a few thousand dollars to supplement its entire budget. The time when this will happen is likely not very near at hand.

STATE SUPERVISION*

To ask the State Board of Education's official inspector of colleges to discuss the problem the junior colleges have with state supervision is somewhat like asking the condemned man in the electric chair how much his victim loved him. If Kansas junior college administrators were asked, it's possible they might tell you that their problem is the supervisor rather than the supervision. If my discussion is less critical than you have expected, please remember that not only the point from which the problem is viewed, but the hope of returning to Kansas at the end of the week, are powerful modifying influences.

In Kansas there are 21 junior colleges which have this "problem" of state supervision. Of these, 14 are public junior colleges—but the state supervisor has the same supervisory relationship with the private and church supported institutions as with the others. From the state office viewpoint we feel the problem as here stated is not one that causes the colleges serious unhappiness. That may be because of the limited amount of strict supervision practiced. We think of supervision as including an intimate acquaintance with the administration and institutional organization, with the teaching staff and with the work being done, a sympathetic understanding of the problems, and close co-operation with the administrators in meeting their college problems. However, we are not unmindful of the legal

* By Louie Lesslie, Secretary, State Board of Education, Topeka, Kansas.

obligation of the state office to all divisions of the educational system. To insure an adequate educational program it is essential that there be definite and effective central supervision.

In 1927 our State Board of Education invited representatives of the junior colleges to sit with the Board in a full day's session to determine and set forth the standards for accrediting the junior colleges. As the standards of 1927 no longer represent our thinking, the State Board has again invited representatives from the junior colleges to meet with the Board in conference, to the end that general working plans or standards for the junior college work, can be established. The immediate problem the junior college administrators and the State Board of Education are sharing is that of determining the type and extent of college service that can, may and should be given to the local community, and the specific service under consideration at this time is elementary teacher education.

In 1937 we secured legislation that made it possible for the State Board to set up new requirements for licensing elementary school teachers. In these requirements, the courses in Teacher Education are rather definitely prescribed and, therefore, it has been necessary for the junior college to add a number of college courses if it wishes to continue teacher education work. Since these rulings became effective, many experienced teachers who had not previously concerned themselves with college preparation are now asking the local junior college for evening, Saturday, and spring session courses. There is nothing unique in our situation. I am assuming that in other states you are

also concerned with this same recent demand for extending the services provided in the local college. We are well aware that, in considering the question of extending services in the field of teacher education, consideration of the whole range of possible services will be necessary and, too, it will call for a more clearly defined statement of the place of the junior college in the field of higher education—which implies that our college administrators must give a long-time view to the problem. This calls for a consideration of such factors as financial support, the college plant, the number of teachers, the training of teachers, etc. The public junior colleges, to be fair with education in general, must not plan to enlarge the junior college at the expense of the elementary and secondary schools below it.

If junior colleges extend their services to include a program not only for prospective teachers but also a plan of service for the teachers now in the field, they place themselves in a position where other local groups can at a later date make demands for other services. It is therefore desirable for these institutions to analyze carefully and scientifically their abilities to serve society and to determine the place in the educational world they expect to occupy.

Such an analysis should enable college administrators to state definitely the field of service in which the institution can and should give service. This attempt to solve the problems facing educational institutions should be of greatest interest and concern to state administrators, and if finally solved satisfactorily will include all of the assistance and supervision the state can provide.

Problems of Private Junior Colleges

A SYMPOSIUM

OUTSTANDING Problems of Private Junior Colleges were the topic of 11 discussions in a symposium following the lunch hour, February 29, the first day of the twentieth annual convention of the American Association of Junior Colleges. The meeting was held at the Daniel Boone Tavern, with more than 100 persons in attendance. Major Frederick J. Marston, dean of Kemper Military School, Boonville, Missouri, presided.

INTELLECTUAL INTERESTS*

I am informed that a pithed frog can live an almost normal life of perfect contentment for a period of several months after his brain has been destroyed. Unfortunately human beings are not similarly constituted. They have to think. In the long run probably one's happiness depends in large measure on his ability to enjoy his own company—and that means having a brain that will interest and not bore its possessor. Hence a college education.

We are all acquainted at first hand with the difficult problem of how to stimulate our students intellectually. In the junior college it is of special urgency, because we have only two years in which to work instead of four. We know equally that there is no ready-made solution. It is not a question of devising a neat little system, for no system can encompass the vast number of elusive intangibles that go into the making of a thinking, reasoning mind. The

process must be one of indirect attack, of subtle and varied envelopment. The student must be painlessly lured into a habit of systematic thought.

Certain obvious measures, with which you are all familiar, can be taken. Much can be done with a college library in which attractive displays of books and jackets reiterate the joys of reading to those who enter. Much also can be done with extra-curricular clubs, discussion groups, and lectures by stimulating speakers. Particularly in chapel talks and assemblies I believe that the ferment may be set insidiously to work. An ingenious president or dean may toss off a whole succession of ideas that are bound to engage the student mind and put its gears in motion. Merely by repeated example, the pleasures of thought for thought's sake may be impressed subconsciously on adolescent minds that are unknowingly groping and ready to put out tentacles which will grasp and hold.

The possibilities of concrete action are almost limitless; and the more varied the approach, the better. For what it is worth, I should like to describe briefly to you an experiment we have tried this year at Bradford. Three teachers—a science instructor, an artist, and a clergyman—have been holding a series of informal at-homes in the college living rooms. Very light refreshments are served as bait, and every student who wishes to come is welcome. As soon as the eating is under way, the three teachers begin an amicable discussion of science, art, and religion, with particular reference to the links that unite them.

* By Dale Mitchell, President, Bradford Junior College, Bradford, Massachusetts.

The exchanges become rapid. Presently a student ventures an opinion, then another student; and before long, everybody is talking, arguing, trying to state his position clearly, demanding that undistributed middles be distributed. If student attendance and length of meetings are any criterion, these evenings are a success. The living rooms are packed to the doors, and the discussion sometimes goes on for three hours and upwards. We plan to continue this experiment by gradually bringing in other teachers representing other fields.

Of course the whole burden rests squarely on the shoulders of the teacher. Instead of attempting to offer a panacea, I wish only to stress that simple, basic point. Students with intellectual interests are produced by teachers with intellectual interests. Fire spreads from fire, and ashes from ashes. It is of primary importance to student development that every instructor have what might be termed the kindling mind. The only teacher who can educate is one who has the happy and not too common faculty of knowing life and ideas and of retaining interest in them. I ask you to think back for a moment on your own college days. Who were the teachers who stimulated you to thought? What are the things you chiefly remember from your classes?

The things you chiefly remember are the asides, the digressions, the moment when the teacher temporarily abandoned the assignment, because an interesting general idea had raised its head and needed pursuing. Patently the only teachers who can pursue general ideas with any benefit to the class are teachers who have a wide knowledge of half a dozen fields—science, art, literature, music—and who at the same time have managed to retain certain human juices.

By and large, these are the teachers who formed you. I say in all seriousness that the primary intellectual need of the junior college and of the college and of any other educational institution is teachers who know when and especially how to abandon the day's assignment.

STUDENT SCHOLARSHIPS *

Dr. Eells invited me to speak on the "Problem of Student Scholarships," because I had reported that the greatest problem of Anderson College was financial, due to the necessity of having to give so many service scholarships. The word "scholarship" is at present a misnomer. It used to denote exactly what it says—honors and favors bestowed because of scholarly achievements of students. Today the word "scholarship" is a euphemism for tuition—free or reduced.

I believe that, with few exceptions, Dr. Eells might have addressed his letter to nearly every college president here, since we are all representatives of private schools and suffer similar competitions. As I have come 900 miles to this session, and am to speak five minutes on this topic, I feel like Mark Twain when he said: "All anybody needs for success in life is confidence and ignorance."

We have been hearing this subject of student scholarships discussed in every kind of educational meeting for a dozen years. It is a definite problem. I have a bibliography of most illuminating magazine articles, touching every possible angle of the subject; the arguments in these articles are perfectly familiar to all of us. I am not able to recommend a solution to the problem, for it is deep-rooted and derives its force from the general economic impasse of society. I

* By Annie D. Denmark, President, Anderson College, Anderson, South Carolina.

shall be frank about the area of the problem in Anderson College.

Anderson College was organized into a junior college in 1930, having previously existed as a senior college. Dr. Doak Campbell spent three days assisting us in the reorganization program. We have been pioneers in the junior college philosophy in South Carolina. The idea has taken root slowly. Our position has been peculiarly difficult and serious, because of the non-receptive attitude of some of our senior colleges, who looked upon our change as a demotion rather than in the line of constructive educational work. Today we have reached some measure of success. There are three junior colleges holding membership in the American Association of Junior Colleges, and the state is becoming junior college conscious.

In Anderson College we have had a struggle for existence and we have been in the midst of a confused scramble for patronage. There are a minimum number of paying students necessary to the life of any college. Not more than 15 per cent of our boarding students pay full expenses. The other 85 per cent have had to be induced with some kind of scholarship—either honorary or service. We have felt this a procedure justified by necessity and only thus have we sustained our enrollment. Granted, this practice has been costly.

In our efforts to secure students we have held to a code of fair competition. We have not transgressed by being overzealous for a good cause. Anderson College has many superior selling points—modern, spacious buildings, splendid equipment, excellent faculty, unexcelled climate—it has been unnecessary to make extravagant claims. The truth has sufficed. Our aim is and has been to *outbid* in sincere scholarship and in

Christian service rendered. We have never indulged in unethical underbidding in finances, nor in the numerous abuses and dangers of propaganda—which is the reverse side of truth.

We all know now that the almost constant stream of solicitation has had a bad effect in giving a student an undue sense of his importance. The special financial discount seems to make him think that the college owes him something. The time has arrived when it is difficult, however, to get students without granting some financial concession. Many of these methods have proved objectionable and inconsistent with educational leadership. For some of us here are leaders of denominational colleges, and as such, certainly we should never deal in practices unethical and unscrupulous. God could not smile upon such methods. I have a glowing faith and an increasing confidence that if we, in Anderson College, do our best in seeking "First the kingdom of God and His righteousness" in all our endeavor and endurance, that He will not fail us in the matter of securing students.

We are giving opportunity to some students of unusual ability who are not able to finance themselves. We are majoring in the pursuit of those qualities of heart and mind which are not purchasable with money, but which may be developed grandly in students who have and who do not have money.

I feel somehow that we have dwelt unnecessarily upon the evils and darkness of the student scholarship problem. I wish we might change the note of defeatism of the past decade to a note of idealism for present and future—the idealism which holds up and magnifies the beautiful aspects of our college problems and makes our thinking constructive. For such is truest realism! After

all, is this not the function and goal of all our colleges—the realization of an ideal?

STUDENT LABOR *

The student labor problem is not universal. It is a problem that is limited to a certain percentage of the students. A large majority of the students who work to help themselves do not create any problem for their supervisors or colleges. That is the wholesome and encouraging feature of student labor. There is, however, a group of students who are ever seeking to get the most they can for the least expenditure of money or effort. It is this group that constitutes a student labor problem.

There are certain marked causes for this attitude on the part of these students. These problem students are usually less ambitious for themselves than their parents are for them. They are willing to go to college and say they will assume a part of the financial responsibility, but have not been taught to bear their part of the family work. The parents want them to work, knowing that it will be wholesome for them, and it will ease the pressure on the limited family budget. Such students find it convenient to sidestep the responsibilities that a labor scholarship entails. The work is done rather listlessly or perfunctorily with no real interest in it as a task to challenge their ability or development. To them it is a matter of putting in so much time. There are the students who possess physical handicaps, who must be assigned to specific, appropriate tasks. Then there are the students who have definite abilities and graces which qualify them to work in special departments, but disqualify them

for effective service in some other field of work.

The type of work that is available has much to do with this problem. The tasks that are hard, difficult, unpleasant, and uninviting, and are done from a sheer sense of duty add to the student labor problem. But one of the prime causes of the problem of student labor is a non-cooperative attitude toward the system of student work. Such an attitude on the part of a few students can incite dissatisfaction among a large number of students.

With these conditions in mind, we ask if there is a solution. Yes, it has its partial solution, but it will require patience, alertness, tactfulness, a keen knowledge of human nature, and an awareness of the students' abilities and whims. New tasks may be set up to meet the abilities of the students. With care, new enterprises may be established to give a variety of work to capable students. No finer service may be rendered a student than to provide satisfactory employment.

The most effective means for the solution of this problem is to gain a cooperative attitude of the students toward the general plan of student self-help. If the student can be induced to bear willingly a just and proportionate share of the labor task and can believe that fair treatment is justly administered by the supervisors, the problem is simplified. To add to this a system of rewards and advances in adjusting the students to their respective work will contribute pleasure and efficiency to some arduous task.

To maintain the morale of student labor, there should be no favoritism nor acceptance of a shirking attitude.

With all the faults and problems that arise through student employment; yet,

* By Walter Patten, President, Louisburg College, Louisburg, North Carolina.

the benefits derived from it outweigh these problems and justify an expansion of the system rather than its curtailment. To pay for the privilege of education by the sweat of one's brow, is a rich blessing that strengthens character, creates a true sense of values, inspires co-operative citizenship, and quickens the appreciation of human worth. Honest labor is a means of self-respect, joy in achievement, and of lasting benefit in creating a wholesome way of life.

TERMINAL CURRICULA *

The task which faces the Commission on Terminal Education is an enormous one. Meeting this challenge satisfactorily may bring forth a most significant contribution to the solution of one of our national problems—that of unemployment. It is my hope that the study does not become bogged down by innumerable details but that it will lead the way in developing new ways of earning a living and opening new avenues to jobs. One further hope is that it will result in an emphasis on the value of the "blue-collar" job. Frankly, I should prefer some such term as "functional" rather than "terminal," but I presume "terminal" has become a habit and is well understood.

Briefly, these are some of the many factors to be considered in developing terminal curricula: type of junior college; composition of student body; student needs and interests; the patrons; and, of course, the community and its many needs. For the private junior college, some of these become of maximum importance, others minimum. For the private junior college, drawing young women from a wide geographic area, it is necessary to provide curricula that

will function either as transfer or terminal. This requires the determination of a curriculum that will enable the student to become socially intelligent so that she may return to her community to assume her civic responsibilities.

Too many junior colleges seem to offer everything; that is, they have too many curricula, thus spreading their efforts over a field that is too large. An intensive analysis of all the factors involved should produce a well-balanced selection of curricula that could be offered profitably to the student, school, and community. I should like to see developed a terminal curriculum that would have as its major objective the attainment of the four purposes of education as stated by the Educational Policies Commission. Such a curriculum would include activities and experiences leading to self-realization, human relationships, economic efficiency, and civic responsibility. It would not be easy, but would call for an intensive intellectual development as well as training in the fundamental tools of knowledge. No one desires more than I the inclusion of art, music, and dramatics, both the practical and appreciative aspects, in a curriculum for young women, but when we talk about the development of the well-rounded or the whole personality of the student, it is of prime importance that we include the development of the intellect, which, I am afraid, is many times slighted for social development. This is, it seems to me, particularly essential for the mothers of the next generation. To guide and direct a growing child in the proper manner requires just as much intelligence and possibly is a greater job than painting a picture, singing a song, writing an editorial, or designing a dress. This is one of our major terminal curricula, although never ended.

* By Philip M. Bail, President, Chevy Chase Junior College, Washington, D. C.

Frequently I am asked to prescribe a curriculum which I call the "Just-in-Case" or the "Fill-in-Until." Just in case Mary does not marry, or just in case she needs to work some day, or to fill in until Mary marries, or goes to work or has to face reality. These are not terminal curricula of a functional character, although they may be more terminal in reality than some of the others that might be mentioned. Sometimes such curricula become ineffective unless put into practice shortly upon conclusion of the training period. Rapid changes in business render many of the processes obsolete, and lack of practice causes loss of skill and rusty performance, thereby necessitating additional training within a few years. Let us have a good background in which the thought processes may be developed rather than a "Just-in-Case" curriculum.

Terminal curricula must be those that serve useful purposes. They should be functional and should include training in: the development of a much needed economic literacy as well as economic efficiency; the ability to think clearly; the ability to adjust to new situations; the democratic way of life, that students may work together cooperatively, discuss peaceably, and differ agreeably; the development of aptitudes, skills, abilities; the enrichment phases of life so that life may be a richer experience. This will be a terminal educational background out of which will grow specialization or adjustment to new situations as a basic program for more effective living.

CURRICULUM PROBLEM *

To me the problem of curriculum in the private junior college is still all problem. I can offer not even the small part

* By Marjorie Mitchell, President, Cottey College, Nevada, Missouri.

of a solution. To us at Cottey it is the enigma that outperplexes all others. I think it should. If we are unsure that our curriculum is sound, what leisure have we in which to worry about other questions?

Certainly all of us here are agreed that the junior college years are particularly important ones in the lives of young people. The student is still young enough to be more or less malleable, yet old enough to exaggerate the importance of his own years and opinions. Many decisions must be made during this period, perhaps some of them among the most vital verdicts of his whole life. Habits of thought and conduct may well be crystallizing. Under these conditions, the intellectual foodstuff that we place before students and the style in which we dish it up may become momentous.

The very existence of the junior college is an acknowledgment of the needs of such students. No longer are we content to treat them through these years as younger sons, who prepare for an inheritance which may never be theirs. We want for them something besides pledgedship to the fraternal spirit of departmentalism.

How can we go about meeting such responsibilities? It seems to me that the private junior colleges can generally claim three advantages over the public ones—the advantage of size, of residence, of freedom from the taxpayers.

We have all witnessed the subway rush into the universities through our generation. Some of us have endeavored mightily to save the individual from the press, and have mourned over our failure in countless cases. The small school still permits the personal relationship which the university to a large extent has lost. For too long a time, however, many a small school felt that this teacher-student association was enough.

I think that day is now past. We know that we, as well as the large institution, need scientific techniques and scrupulous planning. The small school, it is true, can maintain a superior flexibility in curriculum which makes the personnel point of view a living force, not something to write articles about. But to maintain this, curricula must be so *planned*. There is no virtue in smallness alone.

The fact that private junior colleges are usually dormitory institutions gives them the opportunity to unite curriculum and living for the greatest advantage in social and cultural training. But such a marriage will not necessarily result from mere propinquity. It will require the most subtle and persistent of parental management.

My last point—freedom for creative building in curriculum—is a point we ought to be able to claim, and I sincerely hope that we can. The public institution must, whether it will or no, carry the burden of being all things to all young people. The private school, ideally, can either analyze its particular and much narrower clientele and set up a program to fit the indicated needs; or it can set up a fancy program and advertise itself into a clientele.

Perhaps our case at Cottey is extreme. Our students come mainly from P. E. O. homes, from fairly prosperous backgrounds, although not from wealth. We are definitely committed to some effort at moral as well as social training. Girls are sent to us for this reason. Yet most of our students will go on to universities. We can spare little time from an ordinary college curriculum. Our terminal course yearnings are nipped in the bud. We must think first and always of transfer value. That our students come from many states aggravates the suffering. We must produce a curricu-

lum of unquestioned orthodoxy or else battle for our own in almost every individual case—and lose in almost every case. What is this freedom? Air.

The problem of our curriculum, to my mind, raises four issues:

1. How shall we plan a curriculum which uses our limited enrollment to its greatest advantage?

2. How shall we unify our living and our classroom teaching?

3. How shall we determine content and method for our particular clientele?

4. How shall we convince all the universities in these United States that our curriculum is as well planned as their own in the first two years?

I suspect that these issues arise in other junior colleges. I suggest that they are so urgent that a group of this kind might well enter into an agreement of mutual aid concerning them.

INCREASING ENROLLMENT *

I represent Georgetown Visitation Convent, a private Junior College in Washington, D. C., taught by Nuns of the Visitation Order. The school was founded in 1799 and still occupies the original site, though none of the original buildings remain. In the beginning, there was a grade school and academy, but at about the turn of our century the academy became a preparatory school. The grade school continued to function until 1928, when it was finally abolished to make room for our rapidly growing junior college. The first formal classes in this department began in 1919.

Our first problem was with accreditation. Our being in Washington placed us in a rather peculiar situation, as there was no accrediting agency for our region. We had no state university.

*By Miss Anne McLaughlin, Registrar, Georgetown Visitation Convent, Washington, D. C.

The Middle States Association did not yet function for junior colleges. When in 1925 we applied to this, the American Association of Junior Colleges, we were told that it was made up of a group of accredited junior colleges, but was not in itself an accrediting agency. Our students asking for advanced standing in senior colleges were dependent on records made by previous students of ours in these colleges and on the friendly attitude of registrars who understood our difficulties.

In 1933 we were accredited by the Middle States Association. Since that time the senior colleges have not hesitated to grant our students two years' advanced standing, and the question of transfer no longer presents difficulties. Therefore, we set great store by this accreditation, as it means that our students suffer no disadvantage by spending the first two years at Georgetown.

About half of our faculty are religious and the other half secular women from various universities. The courses offered are liberal arts (transfer or terminal), commercial, and medical secretarial. The school now has junior college and college preparatory departments with separate faculties, separate class-rooms, and separate dormitories.

Our junior college is a small one. At present our enrollment is 66 and we do not wish greatly to increase the registration beyond that required to keep our accreditation. Our students, who for the most part are daughters and granddaughters of our own alumnae, come to us from all parts of the United States. So far we have not felt the need of advertising. Heretofore we have accepted each year a few students in the fourth quartile: first, because our school exists to provide higher Catholic education for those who seek it; secondly, because we

believe some of those students can be so handled as to stimulate their mental powers and lift them out of the fourth quartile; thirdly, because we believe we can give even to the less gifted and less industrious a broader realization of their responsibilities as citizens, and a deeper appreciation of their privileges, no matter what their position in life.

Recently the Middle States Association advised us to carry out more strictly the qualitative requirements in their standards for admission, and to refuse students in the fourth quartile. Our problem, therefore, is this—how to maintain our present enrollment or slightly to increase it, while refusing the small percentage of fourth quartile students which formerly rounded out our numbers.

It is with some concern that we see ourselves forced thus to deny admission to students whose low scholastic standing does not necessarily mean that they are incapable of deriving benefit from further education of a cultural type. There are many valuable qualities which can be given no academic credit and which cannot be measured by intelligence tests. On these qualities, the happiness of the home may depend. We believe that to improve the mental equipment and to develop the character of the inferior student is an objective worthy of the highest effort.

With regard to the question of enrollment, it seems to us that the number of our students intending to transfer is not likely to increase. Therefore we turn our attention to vocational and terminal courses. The field of vocational courses of a higher type is rather undeveloped in junior colleges in our locality. As our medical secretarial course has attracted good students, we plan to offer more courses appealing to

those of higher ability who seek definite training of a vocational nature in a field of wider scope than the straight secretarial course.

In concluding, let me restate our position. We are a small junior college. We draw from a limited clientele who know our background and value our traditions. We prize our accreditation but in order to retain it we are obliged to refuse admittance to some students who we are convinced would derive lasting benefit from our type of training. How can we reconcile the conflicting demands of increased enrollment and restricted admissions?

JUNIOR COLLEGE PUBLICITY *

I wonder what meaning the word publicity has for most of us here. Several months ago at a meeting of the American College Publicity Association in a group of six people there were five spontaneous reactions to the words "college publicity." To one college president they brought a nervous chill. He remembered the aftermath of a "field day" which news photographers from a tabloid newspaper held on his campus. The second college president thought with satisfaction of the dedication of a new building made possible by a fund-raising campaign. To the representative of a radio station "college publicity" meant requests for free time in which to present some of the duller and drearier "educational programs" imaginable. To the young man from the college news bureau, publicity meant pictures and news stories he had sent out regarding the glove fight, the swimming meet, the unbeaten football team, the tallest freshman, the shortest senior. To the college

registrar, publicity meant addresses before high school students and field work following inquiries developed through announcements in magazine school directories.

A representative of another college interrupted: "But that is advertising. Should a college ever make use of advertising?"

The little registrar held her ground. She asked: "Isn't every form of publicity advertising? We use magazine advertising to attract enrollments and to make new friends for the college. What other purpose has college publicity?"

Up to 25 years ago colleges and universities generally had no organized publicity. In the 1890's *Cosmopolitan*, *Harper's Magazine*, and *Scribner's* were publishing in directory form the announcements of Harvard University, Cornell University, Barnard College for Women, University of Notre Dame, Bryn Mawr College, Swarthmore College, Rockford College for Women, Vassar College, Mount Holyoke College, Columbia University, Washington and Lee University, Virginia Military Institute, etc. As these colleges grew, prospered, and acquired large endowments they built up active alumni associations. Most of them got so much publicity that paid advertising in magazines was discontinued and they did everything possible to discourage newer or smaller colleges from competition through magazine advertising.

Twenty-five years later colleges and universities began to organize publicity departments. Why? Robert X. Graham, of the University of Pittsburgh, addressing the American College Publicity Association, of which he was president last year, describes the situation:

Enrollments were small before the World War. State legislatures and churches, which had founded colleges and universities, had either permitted their financial support to

* By May G. Linehan, Director, Cosmopolitan Education Department, *Cosmopolitan Magazine*.

wane or to disappear. The chief aim, then, of the early director of college publicity was to aid in getting more students and more dollars by reaching as many people as possible.

To reach a widespread audience, the early publicity director naturally chose those media which would reach the most people—the newspaper and the magazine. Later, when radio came on the scene, he reached only a select audience at first—the few who owned radios. As radios became common, this avenue of publicity reached a larger and larger group. Other media, all limited, included direct mail—limited to those on the mailing list; exhibits—limited to those who saw; demonstrations—limited to those present.

Even with radio universal, the publicity director cannot get time on all stations and all networks so that he has the possibility, at least, of reaching everyone. It is, likewise, physically impossible to send direct mail material to everyone. The newspaper and the magazine still offer the best avenues of approach to the largest number of persons.

Today colleges are faced with similar problems—the financial problem of diminishing sources of revenue and, in some cases, with curtailed enrollments. Arthur L. Brandon, associate director of the American Youth Commission, has said in a public address:

By 1960 or before, the actual number of our population of all ages will reach its peak. The decline for each youth age group has long been under way, as reflected in enrollment decreases in elementary schools. In 1939 the decline affected the 16-year-olds; in 1940 it will affect the 17-year-olds. In other words, in three years there will be fewer young persons from whom to choose, and before 1950 the whole age span up to 24 will have undergone a period of steady decline.

Unlike the elementary schools, the high schools and colleges have not yet felt a loss of enrollment, but the percentage of youth of college age attending college has not increased very rapidly, and now is 15 per cent of the total eligible. If the total number of youth is diminishing, the percentage of those who go to college must be raised or our enrollments will suffer.

Recently I saw some figures showing that the 1938 enrollment in 11 four-year colleges was 3.4 per cent greater than the enrollment for 1937. On the other hand 32 junior colleges had an increase of 13 per cent. In 1938, of the

total number of students (boarding and day combined) enrolled in junior colleges, 60.4 per cent were new pupils. In 1939 the percentage was 53 per cent. New student enrollment for 1938 among all classes of schools was 37.5 per cent of the total.

In my office we answer between four and five thousand inquiries from readers each year. Most of these readers are interested in private schools and colleges. In 1939 about 27 per cent of the total inquiries were for junior colleges—a gain of 3 per cent over the preceding year. In 1939 approximately 21 per cent of the total inquiries were for four-year colleges—a loss of 1.5 per cent from the 1938 figures. However, this division is not entirely accurate. Many who start out to find a four-year college end by enrolling in a junior college, and sometimes it is the other way round.

Apparently the number of junior colleges will continue to increase for two or three years at least, since some eastern states are now discussing the question of establishing public junior colleges. But the fact that the total number of youth is diminishing promises very surely the strongest kind of competition in the future between the junior college and the four-year college—competition in the matter of enrollments, competition in winning public approval and support, competition in program and achievement. Some of this competition will undoubtedly take the form of restrictive legislation.

Of course each junior college must face this competition individually and in its own way, but I believe that at this time the Association could, with benefit to public and private institutions, sponsor a campaign in national magazines reaching the general public to make the junior college better known

and better appreciated. I am aware that many years ago such a plan was proposed, discussed, and dropped for the time-being. I know that the same objections could be raised today, objections by those who do not wish to contribute, or cannot afford to contribute, or those who fear that someone may benefit who has not contributed. The same objections are always raised in every organization that discusses cooperative advertising. Cooperative advertising, which is general educational publicity, always benefits the entire group regardless of who pays for it. Such a plan need not be too costly nor too ambitious. If with its larger membership the Association has the funds or can work out a practical plan, the effect of this cooperative effort will be quickly felt by both private and public institutions.

Some of the older magazines featuring school directories have cooperated by publishing articles on the junior college. *Harper's Magazine* has published four of these, contributed by your president, Byron Hollinshead, and by Curtis Bishop, M. H. Reaser, and Elsbeth Melville. For seven or eight years *Cosmopolitan Magazine* has engaged in an educational campaign to make the junior college better known and appreciated. Once each year *Cosmopolitan* published an article on the junior college written by a member of this Association. Some of the authors were: Richard G. Cox, H. Leslie Sawyer, John Wynne Barton, E. Everett Cortright, Colonel A. M. Hitch, and Robert Trevorrow. These were informative and interpretative articles and their authors were never identified in the text with the colleges they represented. This made the articles useful as promotion material for any junior college. In the *Cosmopolitan Magazine* School and College Directory pages, they reached more than 1,800,000

homes each month. In addition, *Cosmopolitan* offered free of cost reprints of each of these articles as published to a list of 2,000 junior colleges and high schools throughout the country. The reprints were sent to any school who wanted to use them regardless of whether the school was a public or private institution or whether or not it was advertised in *Cosmopolitan*. The total free distribution of these articles was between 100,000 and 150,000. We know that this campaign was very effective. We could measure its influence on our own readers in the increased enrollments reported by junior colleges listed in the directory. We carried it on through all of the lean years and stopped it only when paper, printing, and magazine distribution costs increased considerably. This junior college promotion was not requested by any member of the Association; it was a voluntary effort in cooperation. I mention it now as an illustration of the far-reaching effect of printed advertising.

However, it is still true that a very large part of the public does not know what a junior college is. A good number of parents and students have the notion that it is designed for the girl or boy who does not like to study. There are still some others who suppose that the junior college will permit them to spend two or three years in a pleasant environment with a special program, limited perhaps to dramatics and radio broadcasting, without compulsory attendance at classes, and with plenty of time for sports and trips off campus. Free write-ups of individual colleges will never correct such impressions. The most carefully prepared and planted "publicity" often blossoms into something that is not pleasant to see or smell when the headline and caption writers decide to make it "news." In purchased adver-

tising space your message appears exactly as you set it down; no one may change a period or a comma. It reaches the audience you select and is as effective as you make it. This advertising is controlled publicity. It provides the strongest and most lasting foundation for all other kinds of publicity.

NEW ENGLAND COLLEGES *

Dr. Jesse B. Davis, in the editorial in the February *Junior College Journal*, has stated the problem of which I want briefly to discuss an aspect. He asks: "Are state institutions of higher education to supplant the privately endowed junior and senior colleges in the years to come as the public secondary schools of today have taken the place of the private academies of a hundred years ago?" According to the 1940 directory, New England has 39 junior colleges, all of them private institutions. In Connecticut, with 12 private junior colleges, we are now having to face the establishment of tax-supported junior colleges which threaten the continued existence of the private colleges. At present, the junior colleges in the other New England states are not yet facing this problem, but inevitably they must.

If public junior colleges are established in areas now served by private institutions, one of two things will happen: either the private colleges will be driven out of existence, or they will become institutions serving largely the sons and daughters of the privileged upper class.

This has been the result in the field of secondary education, as Connecticut clearly demonstrates. In this small state there are some 50 private preparatory or country day schools, but in almost all

cases, with fees so high that except for a few scholarship students, they are open only to the children of the rich or near-rich.

We are agreed, I assume, that privately controlled institutions have certain advantages not possessed by the public schools and colleges. But a situation where such advantages are denied to all but a privileged few is surely not desirable. Yet this possibility is all too imminent in the field of junior college education. There is, of course, the even less desirable possibility that all junior college education will be in the hands of tax-supported institutions. Even the most highly endowed universities are facing the future with apprehension, as recent statements of Presidents Conant, Seymour, and Hutchins indicate.

The future of the junior colleges in Connecticut, at least, seems problematical in view of recent action taken by the state university, which has undergone tremendous expansion since the present administration assumed office six years ago. As part of this program, so-called "extension centers" have been set up in Hartford and New Haven, and one had also been planned for Bridgeport. These centers are in reality junior college branches, originally designed to offer both transfer and terminal curricula, and ultimately to be housed on campuses with permanent buildings. Post-high school education should be open to all who can benefit from it; and if the opportunities for such education do not exist, the state or some public agency must provide them. But surely the state should not establish colleges where existing institutions are already operating successfully and serving the youth of their particular communities. In most states where public and private junior colleges exist side by side, as in Texas or here in Missouri,

* By Francis H. Horn, Dean, Junior College of Commerce, New Haven, Connecticut.

there appears to be little duplication. But instead of bringing educational opportunities to areas lacking them, as the State College did in Pennsylvania where it set up five junior college branches, the University of Connecticut established centers in New Haven and Hartford, each of which has four junior colleges as well as a number of four-year institutions. The junior colleges, though of different types, are primarily local institutions serving young people of their own community.

None of the colleges is very old, and probably only one, a Catholic supported institution, can survive if the university's program is successful. In fact, the president of the University told me when we first discussed the proposed centers that ultimately it might be advisable for the University to absorb the existing junior colleges.

It has been the failure of the University administration even to consider co-operating with the junior colleges that contains the threat to the whole junior college movement. A recent educational survey made in the state concluded: "It is certain that community and civic leaders would not support wholeheartedly the extension of secondary education at this time by the establishment of junior colleges in their community . . . The most frequently given reason justifying a stand opposing the junior college was that present college facilities are ample to accommodate all young people who can truly profit from higher education." Although the latter statement is not true of the whole state, it is substantially true of the Hartford and New Haven areas. With the facilities already offered the young people of these communities, there was no excuse for such centers. A careful survey would have established this fact. But no such survey was made.

Although the centers have been very

disappointing to the University authorities, they are going ahead with plans to continue the junior college program. They have been highly successful in securing funds from the state legislature, and it is probable that they will secure the appropriations necessary to establish substantial junior college branches. When that time comes, the private junior colleges will probably fade from the educational picture of the state. And that, I maintain, will be a calamity for education in Connecticut. Facing and forestalling this eventuality is certainly our major problem today.

Most of you face no such threat from the state college or university, although all of you may have to face the ultimate threat from the tax-supported institutions that Dr. Davis and others were discussing. But one phase of the University's program is of immediate concern to every junior college in the country, public as well as private. The carrying out of the announced program would have meant a general debasement of the associate degree. The centers were to have a transfer curriculum for those students who could meet the rather high admission requirements of the University, but there was to be no formal graduation. For those who couldn't meet these entrance requirements, however, a general college program, terminal in nature, was offered. Those who satisfactorily completed this program were to be graduated with the Associate in Arts degree. Failure to secure the desired enrollment for the general college program caused it to be dropped for this year. But the plan is there, made obvious in the original publicity, that the associate degree is to be awarded to those incapable of carrying normal college work. Such a debasement of the junior college degree, in the face of attempts by the institutions themselves

to raise the standards for this degree, cannot be viewed but with alarm by all junior colleges.

PROBLEM OF ACCREDITATION *

The widely quoted statement of H. G. Wells that we are witnessing a race between education and chaos was perhaps never more evident than it is today. We are not here to analyze the why of education being behind in the race. We are faced with a condition, and those of us who have placed our money and interests on education in private institutions, hoping that the race will be won by education, had better give serious thought to insuring our future if we expect to remain in the fields of recognized schools of learning. That the private institution has a distinct place and a definite mission to fulfill, no one will deny; it was but recently that Wendell H. Wilkie, head of the Commonwealth and Southern Corporation, in an address on January 29 of this year commemorating the anniversary of Wooster College, viewed America's independent colleges as safeguarding the Nation's liberties, as witness his statement: "If we ever have a threat of dictatorship in this country, the independent colleges, free from state influence, will be the last refuge of our liberties. . . . The lights of liberty are going out all over the world. They can be relit only in America, and only with the help of our school system."

The worth of the private school lies greatly in the fact that, being less hampered by prescribed forms in education, it has a better opportunity of serving the exact needs of its territory. Here the first great difficulty of the private college rears its head, namely to

keep pace financially with the tax-supported institution, since money has been so closely woven in with the standards of our credit system. It seems that the worth of the credit hour today is measured not by the quality of instruction, but rather by the money-value an institution represents. Under present economic stress the private colleges find it most difficult to raise all the needed funds to meet the various requirements of library, laboratory, endowment, buildings, etc. Their one hope is that in time they may build sufficient material income to meet all requirements; in the meantime, however, what of their product while they are in the formative period? What chance has an institution to build up its resources unless arrangements for transfer to higher colleges can be made at the beginning of its existence—unless the work of its students is recognized? How can it enthruse enough young people to attend, to meet the standard of daily average attendance in the upper classes?

As for library requirements, many of our private institutions have access to public libraries that more than meet all requirements, which should be taken into consideration. And why should it be required to have more equipment available in our laboratories than is necessary for the formal instruction of such courses as are offered? It is a splendid thing to have every known gadget in our laboratories, yet it is not reasonable to demand them as a necessity to the extent of making it difficult or impossible for an institution to survive. If I may be personal and quote Walker College, let me say that we too are greatly handicapped by lack of equipment. But in our physics and chemistry classes the students are taught to *make* some of their own equipment, and I dare say that in later years they will be better

* By Carl A. E. Jesse, President, Walker Junior College, Jasper, Alabama.

equipped to work and think independently than if everything had been furnished them ready to use.

As for endowments, we know well that the present economic conditions as well as the tendencies of our government are making it more and more difficult for private institutions to be the recipients of gifts from people of wealth, aside from which we may also bear in mind that such gifts usually are not made until a school is established some years. It is in the first years that a private college needs support, both moral and material. If we view things from another angle it certainly must impress itself that the greatest progress and benefit have always been recorded by enterprises and individuals dependent on their own merits for financial security. It is therefore also easy to believe that our tax-supported schools never exactly measure up to our private institutions in actual educational values, for the very financial security under which they operate is not an incentive for the workers to do their best. Yet it is they that are allowed to set the standards of equipment. In our private schools we know that we must give results and make every effort to secure them, lest we pass into oblivion. The chief factors that should determine the acceptance of credits are the spirit of the administration, the abilities of the teachers, the subjects offered for credits, and the academic record of the student himself. Whatever the materialistic and mechanical standards may be, and however perfectly a college meets these standards, a student product without real ability and a good record does not deserve credit anywhere.

The problem of the accreditation of the new private junior college is one that we dare not take lightly, and it must be solved soon if the private institutions are

to stand at all. Finally, the private junior college that is just beginning has in accreditation a problem of great significance. A new venture in the educational field, it is usually the outcome of a distinct local need. Its first clientele comes from the poorer classes whose ability to pay is limited, and who attend merely because further education in expensive schools would be impossible. The beginning is usually made in an abandoned school building, rented for the purpose. The faculty, although meeting every educational standard, is usually composed of men and women willing to sacrifice in salary for a period of years in order to establish the institution. The number of students daily in attendance will in all likelihood not meet the required standard for the first year or two. But in the small group who do attend are many who after two years may find it possible to do at least some additional work in a higher college. Unless recognized, they are handicapped. They now must take an examination from strange teachers in a strange environment to prove their credits good, or be refused admission.

The remedy to these problems can perhaps come only with the willingness of higher institutions to take the case of the private school into careful consideration and extend help that is generous enough to give their first products an opportunity to prove themselves, even though this be on the basis of conditional admission to classes. Surely, every private school would be willing to stand or fall by the record of its product where a fair opportunity is given. It should not be overlooked that these private schools are also feeders for the larger institutions and in the majority of cases send material that is outstanding. It surely cannot be so very undignified to offer a helping hand to a worthy

institution until it can develop its resources. The paramount question with regard to the worthiness of the new private junior college should be: how well it serves the needs of its community and how well the individual student lives up to the standard set by the institution. The best student in any college is the one who fits himself into the ideals of his institution and works for their achievement. And the greatest aim of any educational institution should be the welfare of the student who comes in sincere purpose of acquiring greater knowledge, making it easier and not more difficult for him to become a better citizen.

THE NEGRO JUNIOR COLLEGE *

Change is no modern invention. It is as old as time and unlikely to disappear. It has to be counted upon as the essence of human experience. But from time to time it varies its tempo as well as the severity of its impact upon existing institutions, and as a consequence it sets for different generations problems varying in their difficulty and urgency. We are living in a period unparalleled in so far as we know in the rapidity and the severity of changes which we are undergoing. The character of these educational and industrial changes is doubtless sufficiently appreciated, but I venture to bring some of them briefly to your mind that I may establish the context in which I wish to comment upon the problems of the Negro junior college.

One of the main problems of the Negro junior college is as follows: the junior college must become more interested in students and their future preparation for a livelihood than in preparation for a higher education.

* By A. L. Jackson, Principal, Stillman Institute, Tuscaloosa, Alabama.

As I understand the junior college, in the main, it is to take care of the interests and the needs of those boys and girls who do not anticipate pursuing higher education. The masses of Negro youth find themselves in the lower status of the economic level for a livelihood as well as for the pursuing of an education, which makes it necessary for them to become trained in the skills of a vocation for immediate livelihood.

The acute economic problem of the Negro of the South started in the beginning of the last decade. In 1935 the United States government reported that there were 29 per cent, or 313,000, Negro youth on relief in the urban and rural areas against 14 per cent, or 1,414,000, white youth on relief, which indicates that a far larger proportion of the Negro youth were on relief than white youth. Up to 1930 there were jobs that were understood to belong to the Negro, and the other races did not interfere with his work. Since 1930 the economic struggle has forced most people to accept wherever and whatever kind of work there was available. The other races, in the main, doing most of the employment, employed in these understood jobs mostly of their own race, which resulted in the discharging of the Negro. He then in many instances had to seek employment in an entirely different line of work, and in many instances was unable to find work. This necessitated better training on the part of the Negro, which brought a greater demand upon the junior college and higher institutions for a broader curriculum and special emphasis on vocational work. It is generally understood that the Negro, competing with other races, must be well trained, if not better equipped in the technique of his trade than his competitor, or he will receive less economic support and will have

more disadvantages in securing employment.

If the student is to grow, develop, and understand the intricate problems of every-day citizenship, the junior college faculties, as a whole, would have to become more interested in manhood and less in mechanics; more interested in Christian character and less interested in curriculum methods. We must be interested in the Negro junior college boys and girls as John Henry Newman declared: "more than a cultivated intellect, a delicate taste, a candid, equitable, dispassionate mind, a noble and courageous bearing in the conduct of life." The junior college must develop appreciation for the great values of life—the true, the beautiful, the good, as well as the vocational needs of a livelihood. It must develop courage against the wrong at all times and for the right of all people.

The Negro junior colleges must relate themselves to the problems of democracy. They should develop within their own communities that spirit of good will which has peace at the heart of it. Colleges cannot talk about democracy and at the same time refuse to allow democratic principles and methods to be used on their own campuses. Boards of trustees, faculties, as well as student bodies, must see democracy as a way of life, effective here any time and anywhere. The teaching of democracy in the Negro junior college, or elsewhere for that mat-

ter, is very difficult; and it is more difficult to secure effective results because of prevalent undemocratic principles in various sections of our country such as unequal educational opportunities, unequal wages, and unequal justice in many of our courts. These problems are obvious to the masses of the Negro students, which makes it very difficult for them to believe in democracy or democratic principles as do you and I.

The Negro junior college needs a definite attitude and philosophy of education and provision for the needs of those who would not extend their education beyond the junior college level. It is difficult to work out a satisfactory curriculum when inadequate funds and lack of an adequate faculty exist. The curriculum problem has arisen in part from appraisals of the state boards of education and of higher institutions of learning. The curriculum appraisals in the past have been in terms of the student's ability to pursue work sufficiently in higher institutions of learning. The junior college should be given the privilege of working out its own curriculum through study, research, and experience and perhaps cooperative help from state boards and higher institutions of learning. However, I am glad that in my particular state of Alabama our State Department of Education and higher institutions of learning are very congenial and liberal as a whole in co-operating with this junior college problem.

Athletic Practices in Junior Colleges

[A NATIONAL COMMITTEE REPORT]

SPENCER MYERS, *Chairman**

AT THE 1939 convention of the Association of Junior Colleges the address of Dean Wellemeyer of Kansas City Junior College brought to the attention of the convention the fact that the problems surrounding junior college athletics had been too much neglected. Out of the discussion following the address of Dean Wellemeyer came the resolution to appoint a committee for the purpose of investigating the athletic practices of the junior colleges of the nation. The following is the report of that committee.

The committee has supposed that by inference, at least, it was not only to determine what the practices were, but to see, in addition, if athletic policies conformed to the standards necessary to make an athletic program coincide with the educational welfare of the students participating. None of us here would fail to agree that all athletic programs should conform to the objectives of education, namely, (1) health, (2) character, (3) citizenship, (4) scholarship, etc.

In order to determine as effectively as possible the athletic purposes common to junior colleges, an extensive questionnaire was prepared and mailed

to the junior colleges of the country. The statistics† here given fall heir to all the faults of questionnaires—incomplete returns, ambiguous questions, and inaccurate interpretation—but we feel that a considerable amount of valuable information has been compiled. The committee received 208 returns, 155 of which form the nucleus of this study, the remainder being eliminated because the schools involved did not sponsor athletic programs. The statistics will be discussed under the general headings given in the questionnaire, and suggestions of a very tentative nature to be revised to meet local conditions will be given at the end of each section.

In 1933 the North Central Association made an extensive investigation which eventuated in a group of athletic policies to which they expect their member schools to conform. They can well serve as a model for junior colleges. Where a North Central policy applies to junior college problems it will be quoted at the head of the section involved.

A. GENERAL QUESTIONS

Faculties should control and keep within reasonable limits the amount of time devoted to athletics. This refers to hours of daily practice as well as to the number of contests and length of trips, or any other athletic requirement which detracts from academic efficiency.

One hundred and twenty-four of the institutions reporting belong to some

*Athletic director, Highland Park Junior College, Highland Park, Michigan. Chairman, Special Committee on Junior College Athletics. The Committee: Samuel A. Lee, Athletic Director, Scranton-Keystone Junior College, Pennsylvania; Father Daniel Baran, Director of Public Relations, Belmont Abbey College, North Carolina; G. H. Vande Bogart, President, Northern Montana College, Montana; Harry Applequist, Athletic Director, Sacramento Junior College, California.

† The complete statistical material from which the report was developed may be obtained in mimeographed form by writing to the *Junior College Journal*, 730 Jackson Place, Washington, D. C.

athletic conference, 111 of which are members of junior college groups. Of the 124, 86 institutions belong to conferences that have supervisory powers over the programs of the member schools.

Junior colleges compete in 16 sports, of which basketball is the most popular, 151 institutions supporting teams. Tennis is next with 122, and track third with 104. Football is fourth with 97 institutions, four of which play football of the six-man variety. With little specific data at hand the committee feels that institutions supporting football should be particularly watchful for athletic malpractices, inasmuch as these problems seem to be more common in institutions that support football than in those that do not.

The common number of practice hours for college weeks (including contests) is 12 hours for football, 10 hours for basketball, and a lesser number of hours for the rest. Only 53 institutions set any limit on the practice time allowed for any particular sport. The usual number of varsity games competed in by junior colleges is 8-9 games for football, 16-18 games in basketball, 10 games in baseball, and a lesser number for the remaining sports. It is possible that institutions not sponsoring football may have a slightly heavier schedule in the other varsity sports than institutions that do. Only 15 institutions have any limitation on the number of sports that an athlete may compete in in any one year.

Committee Suggestions

1. Athletic conferences should have supervisory power to enforce conference rulings, and to take disciplinary action against members if necessary.

2. For institutions finding the sponsorship of football a financial burden, and for institutions with a small en-

rollment, six-man football might be a wise solution.

3. Not more than 12 hours of practice per week in any sport (including contests) should be allowed.

4. Not more than 9 football games and 18 basketball games should comprise the varsity program in any one year (subject to local conditions).

5. Athletes should be confined to competing in not more than three sports in any one year. Any more contests are definitely detrimental to the educational welfare of the student.

B. CONTROL OF ATHLETICS

Final decision in all matters of athletic policy shall rest with the faculty or with administrative officers representing the faculty.

Faculty control exists in 118 of the institutions reporting. An athletic committee made up of the faculty and administration is the usual arrangement, 70 of the institutions reporting conforming to the practice. The most common duties of the committee are to determine athletic policy, schedule games, determine eligibility, and check expenses. It is probable that the athletic director could schedule games just as effectively as a committee, although final approval of schedules in any sport *should* rest with the athletic board.

Only three institutions allow athletes to enroll when their grades do not meet the standards that other students must meet. These institutions place athletes on special probation for a period of time. Such problems as exist in this instance could be solved by insisting that all students meet the same entrance requirements. This should be construed as allowing probation to athletes when other students may enter on a probation basis. However, allowing eligibility to athletes on probation should be looked upon as a dubious practice.

Special dispensation for athletes in the matter of tuition is granted in only five institutions, usually through the use of special installment arrangements. Such installment arrangements should be extended to other students or forbidden to athletes.

Only 10 institutions report any academic leniency to athletes. The committee feels that such leniency is probably an informal matter, and does exist in most institutions to a greater or less degree. It is usually a personal matter between the instructor and the student, and is just as apt to occur in the case of a non-athlete as in the case of an athlete. It becomes a problem only when the athletic department brings pressure to bear upon the faculty to give athletes consideration that could not be granted to other students.

Committee Suggestions

1. Final decision in all matters of athletic policy should rest with faculty.

2. The athletic committee should be composed of some combination of administration and faculty. If students are included, final vote should rest with the faculty group.

3. The athletic committee should have the final responsibility for checking expenditures, determining eligibility, and the establishment of general athletic policy.

4. All students should be made to conform to the same entrance requirements.

5. Leniency in the collection of tuition and fees should be the same for all students.

6. Academic leniency should remain a personal matter between the student and the instructor.

C. STATUS OF ATHLETIC STAFF

Coaches should be regularly constituted members of the faculty, fully responsible to the administration. Athletic conditions should be normal and stabilized, and the tenure of

office on approximately the same basis as other departments, and where this is the case salaries of coaches should be commensurate with salaries paid to men of equal rank in other departments and should be paid directly by the institution.

The great majority of junior college coaches are regular full-time members of the faculty, only 22 colleges reporting part-time coaches on their staffs. Most coaches are in the same salary range as other members of the faculty, 71 colleges so reporting, while 31 institutions report coaches receiving more, and 20 report coaches receiving less. It is probable that all coaches should receive as much as academic teachers, provided they are on a full-time basis, and should not receive measurably more unless their duties are commensurately greater. The problem of part-time coaches receiving additional pay is a small one, only 12 institutions reporting this condition.

Only six colleges reported hiring members of their staff from other institutions because of a winning record. The committee does not consider it reprehensible to hire a coach because of his success any more than it would be undesirable to hire an academic man because he is a superior teacher, but such hiring should take place only when a vacancy occurs. It is doubtful whether a special place should be made for a winning coach to the detriment of the present staff.

Of the 155 institutions reporting, 143 reported that their coaches held the same professional rank as other teachers, a very salutary condition. Only 27 coaches hold less than an A.B. degree, but 206 hold *only* the A.B., as compared with 136 holding an M.A. degree. It is probable that administrators should point toward filling their vacancies with men with advanced training as well as encouraging their present staff to ob-

tain additional schooling. Men with broad educational training are apt to better understand the possible high coordination of the athletic program with educational aims.

One hundred and ten institutions demand that the coaching staff hold the same degrees as academic teachers in order to hold the same professional ranking. Two hundred and ninety-two coaches teach academic subjects in addition to their coaching duties, while 159 do coaching and gym work only. Coaches doing academic work have a healthy leavening effect upon members who do coaching only. Coaches with some academic duties are highly qualified to see the athletic program in its best relationship to the aims of the institution.

The large number of coaches holding only the A.B. degree somewhat limits the amount of academic work that they can do.

Almost all coaches are given reasonable tenure regardless of their winning and losing record, 144 institutions so reporting. Careful selection of coaches of character and educational background should solve this problem.

Committee Suggestions

1. Wherever possible coaches should be full-time members of the faculty.
2. Coaches should be paid commensurately with other members of the faculty and part-time coaching should be discouraged.
3. The hiring of winning coaches should not be discouraged, but the objectives of the athletic program should be carefully kept in mind and the present staff should not be discommoded just to add a winning coach.
4. Athletic directors and coaches should hold professional rank in accordance with their degrees and should be

given every encouragement to increase their professional training.

5. Administrators should foster such academic interests as their coaches may have.

6. The contribution of the coach to the educational program rather than his wins and losses should control his tenure.

D. ADMINISTRATION OF FUNDS

The athletic funds shall be either regularly audited by or directly handled and disbursed by the institution's business office. All athletic expenditures should be included in the institution's budget.

Almost all junior colleges derive their funds from activity fees, with a goodly number receiving additional amounts from gate receipts, season tickets, and special institutional appropriations. Only 18 institutions do not receive activity fee money. The usual percentage of the activity fee assigned to athletics is from 30 to 50 per cent, 40 institutions being between these limits. The amount assigned to athletics is usually determined by the administrator, or an administrative committee. Fifty-two institutions utilize this device. Nineteen junior colleges have a permanent budgeted amount used for the support of athletics. Six reported students as being the determiners of the percentage. It is doubtful whether the best interests of a permanent program are served where students are allowed to determine alone the percentage going to the different activities.

Only 39 institutions reported a permanent policy in determining the percentage going to athletics, while 80 had no permanent policy. A permanent percentage used as a figure from which to work would bring advantages because of the predictability possible when such a system is used. The administrative officer is the customary individual to sign requisitions for the disbursement of funds, although nearly as many require

signature by the athletic director, and counter-signature by the administrative officer. A few schools allow athletic directors to sign requisitions alone, and this procedure is acceptable provided a faculty treasurer, not connected with the athletic department, is responsible for the funds. Only three institutions failed to report funds either handled by the business office or regularly audited by that office. Eighty-five reported the inclusion of athletic expenditures in the budget of the institution. Ticket sales and gate receipts are checked by a faculty representative in 128 cases.

Committee Suggestions

1. All athletic funds should be either regularly audited by or directly handled and disbursed by the institution's business office.

2. An administrative officer or administrative committee should determine the percentage of the activity fee going to athletics. Students alone should not be permitted to determine the percentage.

3. The permanency of the athletic program would be enhanced if the percentage going to athletics each year were made a permanent policy. (Example, 40 per cent each year.)

4. An administrator should sign requisitions for the disbursement of funds unless a faculty member not connected with the athletic department is treasurer, in which case it would be satisfactory to have requisitions signed by the athletic director.

5. Ticket sales and gate receipts should be checked by a faculty representative outside the athletic department.

E. ATHLETIC ELIGIBILITY

The date upon which a student must be enrolled to be eligible for competition in the current semester, varies widely from the first day of school to six weeks after the start of the semester.

Ninety-seven institutions report that athletes are eligible for competition for two years. Thirty-nine allow eligibility for three years, and seven allow eligibility for longer periods of time. Most junior colleges allow athletes to represent athletic organizations other than the institution, before and after the sport in which they represent the institution, but not during that period of time.

Ninety-four junior colleges declare athletes professionals when they take money for playing, 12 when athletes play with or against professionals, and 2 when athletes receive presents exceeding \$1.00 in value. The usual number of hours that the student must be taking, in order to represent the institution, ranges from 10 to 12.

The scholastic average that a student must maintain to be eligible is a D average in 108 institutions, and a C average in 42. One hundred sixteen institutions require only a D average in the previous semester to compete in the current semester, while only 28 require a C average in the previous semester.

Many of the problems arising in junior college athletics would be solved if all institutions demanded a C average rather than a D average. In cases where a D average is all that is required for graduation such a requirement could not be used. Thirty-seven institutions report that they check the academic standing of their athletes at mid-semester and at the end of the semester, but almost as many (33) check academic standing of their athletes at mid-semester. Freshmen are immediately eligible for competition, 129 institutions so reporting. Fifty-nine institutions allow athletes to compete after they have completed enough hours to graduate, while 76 do not. Athletes in most institutions (40) are immediately eligible at the institutions from which they transferred.

Sixty-seven report that their graduates are immediately eligible for varsity competition in senior colleges. Forty-five report immediate eligibility after one year in junior college, while only 13 report that their graduates must play a year of freshman ball after they leave the junior college. The committee insists that the regulation which allows immediate eligibility *after* graduation is the proper ruling. Where senior colleges allow immediate eligibility after one year in junior college they are prone to interrupt the career of the student by insisting on his transfer at the end of one year.

Committee Suggestions

1. Athletes should not be eligible for the current semester if they enroll later than the sixteenth day of actual classes (Monday of the fourth week).

2. An athlete may not represent any other athletic organization during the sport in which he is representing the school.

3. An athlete should be declared a professional if he (a) takes money or presents in excess of \$10 for competition in sports, (b) plays with or against professionals, or (c) plays under an assumed name.

4. An athlete shall maintain a C average in at least eleven hours of work to represent the college, except in those cases where the average for graduation is lower, in which case the average shall conform to the average required for graduation.

5. The scholastic standing of an athlete shall be checked at mid-semester and finals to determine eligibility.

6. An athlete shall have passed at least 11 hours of college work with a C average in the previous semester to compete in the current semester unless the current semester is his first and un-

less the average for graduation is lower than C, in which case his average shall conform to the average required for graduation.

7. All freshmen shall be immediately eligible for competition unless they enter on probation. Probation students shall not compete until the probation is lifted.

8. Athletes having 60 or more hours of credit shall be allowed to compete until the first graduation exercises following their acquisition of sixty hours.

9. Transfer students shall be immediately eligible for varsity competition provided they were scholastically eligible at the institution from which they transferred.

10. Junior colleges should work for the following eligibility rule in senior colleges: Students who have *graduated* from a junior college shall be immediately eligible for varsity athletics.

F. AIDS FOR ATHLETES

Academic requirements and assignments of scholarships, student aid funds, and remunerative employment for students shall be immediately and finally controlled by the faculty, acting directly or through its regularly constituted officers or committees, without discrimination either in favor of or against athletes. Payments of money to students for service as athletes, hiring athletes or the equivalent of such procedure, and maintenance of free training tables are not permissible.

The problem of aid for athletes has long been a puzzling one for senior colleges. The information received in the questionnaire shows that junior colleges have administered aid in direct conformance with the policy suggested by the North Central Association. In most institutions the percentage of tuition paid by scholarships, loan funds, etc., varies from 10 to 30 percent. One would, therefore, expect aid for the student body to vary between these percentages, aid for the general student body varying between 15 and 25 percent.

Athletes make up from 10 to 20 percent of the student body. The chart shows that in most schools 10-20 percent of the athletes receive aid.

If our figures are authentic it would seem that athletes receive no more than their just share of student aid. This is a commendable condition, and shows that the administration of student aid in junior college has been conducted on an equitable basis.

Athletes receiving aid in most junior colleges are relatively few, only 17 schools having more than 30 athletes receiving aid, and 57 schools having 10 or less. One factor of interest is the fact that whereas only 97 schools sponsor football, and 151 sponsor basketball, more than twice as many football players as basketball players are receiving aid. This is another indication that football would seem to be the sport which is more conducive to the development of subsidization than any other, although the figures can be partially explained by the fact that football squads are necessarily larger. Of the athletes receiving aid, 226 competed in three or more sports, 652 competed in two sports, and 1303 competed in one sport, which would seem to indicate that no undue emphasis is being placed upon the athletic ability of a student in granting of aid.

Only 13 institutions reported having athletic scholarships. These institutions controlled 122 scholarships or job opportunities. The granting of aid in all institutions was placed in the hands of the administration, the faculty, or both, as it should be. Of the qualifications looked for in those receiving aid, need was by far the predominating factor, with such considerations as scholastic merit, and character given relatively small weight. With athletes fitting the qualifications of 90 percent need and 4

percent scholastic merit so well, it is surprising that the amount of aid they receive is so small.

Committee Suggestions

1. Academic requirements and assignments of scholarships, student aid funds, and remunerative employment for students shall be immediately and finally controlled by the faculty, acting directly or through its regularly constituted officer or committees, without discrimination either in favor of or against athletes.

2. No sport should be considered more important than any other sport where the granting of aid is concerned.

3. All scholarships should be administered by the faculty or administration.

4. Need 60 percent, scholastic merit 40 percent would be an equitable weighting of qualifications for aid.

G. SOLICITATION

Personal solicitation of prospective students by athletic coaches through the offering of any special inducement is not permissible.

Solicitation of athletes is a considerable problem in the junior college. One hundred seven colleges reported that they solicited athletes, while only 48 did not. Thirty-four of the 107 offered scholarships, while the rest used one or more of such means as personal calls (86), catalogs (79), form letters (38), and alumni groups (29). Forty-nine percent of the athletes from the institutions reporting attended high school outside of the city in which the college was located, 24 percent were from out of the county, and 2 percent were from out of the state. This tends to show that coaches solicit athletes over a rather broad area, although the percentages given by the private junior colleges, whose enrollment is not as local in character as the public junior college, probably give arithmetic averages undue

weight. Only two colleges solicited students who were already enrolled in other institutions. The percentage of successful solicitation is remarkably high; approximately one-third of the athletes who are solicited are enrolled. This places a tremendous responsibility upon the coach who solicits athletes. Administrators should see that athletes are not exploited to their academic detriment.

Where universities and colleges have made junior college transfers immediately eligible after one year in junior college, 55 report that these institutions persuade athletes to transfer at the end of one year, though none suggest any very adequate method of discouraging such premature transfers. The answer to the problem is certainly found in the eligibility rule heretofore mentioned, which would allow only *graduates* of junior college to become immediately eligible in four-year institutions. While the solicitation of athletes remains a serious problem this committee frankly sees no solution for it as long as schools are interested in increasing their enrollment. It is difficult to see that it is more unethical to ask an athlete to enroll than it is to prospect for a flute player, or a valedictorian.

Committee Suggestions

1. Personal solicitation of prospective students by athletic coaches through the offering of any special inducement is not permissible.

2. Solicitation of any student who resides outside of the usual sphere of influence of the college should be looked upon with disfavor.

3. Students already enrolled in other colleges should be let severely alone.

4. Junior colleges should persuade senior colleges in their area to pass the eligibility ruling allowing only graduates of junior college immediate varsity competition.

H. OFFICIALS

Fifty-three schools select their officials by mutual agreement, and in 39 cases the athletic director or coach selects the officials. In 34 cases officials are selected through an officials' association, and in 15 cases officials are assigned through a conference commissioner. In 125 cases the opposing coach has the right to approve or reject the official submitted; in 20, he has no recourse. Eighty-three institutions reported that officials had to be selected before a specified date, while 63 had no such ruling.

There is a rating system for officials in the area surrounding 83 schools and 114 schools report officials' associations. The usual price for officials seems to be \$10.00 for football, and \$7.00 to \$10.00 for basketball, with some schools paying an additional mileage rate, usually 5c per mile one way. The common practice is to use three officials in football, two in basketball, and one or more in baseball.

Committee Suggestions

1. Except in cases where officials are assigned by conference commissioners, all opposing coaches should have the right to approve or reject officials for any contest at least fifteen days before the contest is to be held.

2. In areas where a rating system for officials exists, only Grade A officials should be hired.

3. Cooperation between colleges and officials' associations makes the problem of selecting competent officials easier.

4. Junior colleges should pay not less than the prevailing rate for officials.

5. It is recommended that at least three officials be used in football, two in basketball, and two in baseball.

I. INTRAMURAL ATHLETICS

One hundred twenty-one junior colleges reported having some type of intra-

mural program. The percentage of participation varied widely from less than 10 per cent to 100 per cent. Basketball was, by far, the most popular intramural sport, engaging almost twice as many students as either baseball or football. Most institutions (79) support their intramural program from the general athletic fund. There are a few who have special college appropriations for the purpose, and three include intramural athletics in the institutional budget.

One hundred fifteen colleges offered compulsory gym courses, 96 providing gym facilities for both men and women. The prevailing number of hours spent by students in gym classes is two hours a week, and most institutions give college gym credit for these courses. Fifty-nine institutions excuse athletes from gym during the sport in which they compete, though 46 excuse athletes during the entire semester and 10 do not excuse them at all.

Committee Suggestions

1. Junior colleges should support as broad an intramural program as is commensurate with their enrollment and financial status, and should encourage as wide a participation in as many sports as possible.

2. Where practical, it would be wise to support the program by special appropriation. Where it is not, a reasonable amount should be set aside from the general athletic fund for the purpose.

3. Gym courses requiring attendance from both men and women should be offered two hours a week wherever possible and college credit should be given for these courses, particularly in areas where senior colleges demand gym credits for graduation.

4. Athletes should be excused from

gym courses during the sport in which they compete.

J. PROTECTION OF ATHLETES

One hundred twenty-three institutions require physical examination of athletes before they may compete, while 32 do not. The committee feels that a physical examination is essential and it should be a special exam for athletes. One hundred five institutions deny responsibility for injured athletes, but it is interesting to note that 94 make some attempt to pay for injuries even though many of them would refuse legal responsibility.

Only 12 colleges are willing to pay any and all bills for injuries, while most confine their payments to minor bills, first-aid, etc. Twenty-seven institutions insure their athletes against injury during practice and in games, while 45 cover athletes while they are on trips.

More colleges (100) make their trips by private car than in any other way, although a considerable number travel by public or school bus. Seventy-three colleges are covered by insurance for players injured on a trip. Seventy are protected against a suit involving the institution but only 36 are protected against a suit involving the driver of the car.

Colleges traveling by common carrier are protected, and many state laws safeguard the institution against suits, but the driver of a private car seems to be in a very unprotected position. It is probable that a good many of the 36 colleges labor under a misapprehension as to the extent to which the driver of a private car is covered. Ordinary public liability and property damage insurance is void in most states when the driver drives for hire. This matter can be adjusted by buying a special school bus endorsement which most insurance com-

panies offer and by increasing the standard limits of \$5,000 and \$10,000 to \$20,000 and \$40,000.

Ninety-two colleges have a full- or part-time resident physician, and 65 schools have a full- or part-time nurse. Only 28 institutions have a school infirmary or hospital. A cursory survey of the returns shows that practically all of the hospitals, as well as most full-time physicians and nurses, are provided by the private colleges. A considerable number of public colleges have a part-time nurse or physician available.

Committee Suggestions

1. All students should be examined by a physician with the student's varsity competition in mind.

2. All athletes should be insured against injury in practice, in games, and on trips. Such insurance would not involve the legal responsibility of the college but it would define the limits to which the institution was willing to protect the athlete. In addition, insurance would absolve the college from the moral responsibility that most feel toward athletes. Many state athletic associations as well as a considerable number of private companies are now offering injury insurance.

3. Where private cars are used for trips all drivers should have a school bus endorsement rider appended to their contract and standard limits should be increased to a minimum of \$20,000-\$40,000.

K. HEALTH EDUCATION COURSES

Sixty-six junior colleges offer a health education curriculum. Almost all institutions offering such a curriculum maintain the same entrance requirements, and caliber of work, for their health education course as they do in their liberal arts course. In institu-

tions offering health education courses athletes are two to four times as apt to be enrolled as health education majors as they are in any other course, which is to be expected. An increase in the number of institutions maintaining health education curricula would probably be a step in the right direction.

Committee Suggestion

1. Wherever possible, junior colleges should add a health education curriculum to their course of study.

L. ATHLETICS FOR WOMEN

Many more colleges (112) have intramural programs for their girls than maintain varsity programs (32). In the institutions that support varsity athletics, basketball and tennis are, by far, the most popular. Fifteen per cent of the athletic appropriation is the amount most commonly assigned to women's athletics.

Committee Suggestion

1. All co-educational institutions should provide a broad intramural program for women, and it is legitimate and proper to support such a program from the general athletic fund.

M. AWARDS

A considerable number of colleges (61) consider all sports major sports. Basketball, football, track, baseball, and tennis are most commonly considered major sports, while tennis and golf are the most popular of the minor sports. Most institutions (102) award an eight-inch letter for participation in a major sport, while 38 provide sweaters in addition to the letter. The most common award for minor sports (68) is a six-inch letter. Only six institutions grant sweaters to minor letter winners. Seventy-six colleges require the recommendation of the coach and some minimum

percentage of participation before granting an award, while 18 demand the additional approval of the faculty committee or administrative officer.

Committee Suggestions

1. All sports should be considered major provided (a) that they have a regular coach, (b) that they practice at least eight hours per week, and (c) that they engage in at least six contests. Any sport not meeting these requirements should be considered minor.

2. The award for a major sport should be an eight-inch letter, and for a minor sport a six-inch letter, with the

granting of a sweater optional in both cases.

3. The method used to designate awards winners should be kept flexible but it is probable that final approval of awards by a faculty committee or administrative officer is wise procedure.

The committee hopes that the information given herein will be of some value to junior colleges in the determination of their athletic policies. It is possible that it would be wise for the national committee to be continued for the purpose of working toward a uniformity of junior college athletic policy.

Junior College Sororities: Their Advantages

HELEN FROELICH*

THE QUESTION of local as opposed to national sororities is of interest to all except the largest junior colleges (both public and private). It is not a question of whether there should be sororities in the colleges, since the consensus seems to be that the development of young women is advanced by being organized in small groups. I am going to discuss the value of national junior college sororities.

STRUCTURE OF PANHELLENIC

The National Junior College Panhellenic is composed of five national sororities and one national junior college fraternity. These groups function independently, but because their members realize that cooperation and promotion of mutual interests and projects will react to their benefit and enable them to serve more effectively as a constructive force in the colleges where each may have chapters, these groups have formed one national organization. Each has a representative who serves two years on the panhellenic board. The board meets at least once each year to discuss and to regulate questions of common interest to all organizations represented. Its object is to improve the conditions of fraternal life and interfraternal relationships; to strengthen the position of these organizations in the college; to cooperate with the college authorities in all efforts to improve social and scholastic standards; and to be a forum for the discus-

sion of all questions of general interest. Neither the members of this council nor the officers of the organizations receive any salary—their positions are honorary ones. There is definite cooperation among the members of the board. It is different from the situation of 20 or 30 years ago, and we do not want to be judged by records of that period. This cooperative spirit is made clear by the plan which the council developed at the September meeting. This plan provides for a common program to be installed in schools where all of the five sororities are permitted to enter. National fees are to be kept to a minimum. It is a part of the plan that every girl in college who wishes to become a member of a sorority will have an opportunity to do so. We feel that it is easily possible for every girl to have the advantages of sorority membership at a minimum cost. Every group will choose leaders who will organize the activities and foster the ideals of the group, and a sorority can do a great deal toward creating and developing in every girl a sense of responsibility for her academic work. The function of the sorority is at all times to train girls to work harmoniously in group activity, to guide them and to instill in them the idea that the greatest possible good comes through united, democratic efforts. Some years ago, sororities were criticized for being undemocratic. They were not governed and disciplined as they are now. At the present we all work together for the improvement of the situation on all campuses.

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We believe that the national social organizations fill a real need in the junior college. They work in harmony with the policies of each college administration and attempt to provide and supplement the already existing social program. They strive to encourage a maximum of student initiative under the supervision of a faculty sponsor and national officers, and make possible interesting contacts with students in other schools. The members of the panhellenic board desired that these advantages should be made as widespread as possible.

NATIONAL SORORITY LEADERSHIP

All of the national junior college sororities are under the leadership of women who are trained, or are being trained, to guide in this work. They are giving of their time because they like to work on a character-building basis with young women. President Coolidge once said: "The rituals of nearly all fraternal organizations are based upon religion. No true fraternity can rest on any other conception. It is for these reasons that they are supporters of true aims of society, strong reliances of ordered government according to public law, able advocates of the cause of righteousness and religion, and effective promoters of peace and goodwill among the nations of the earth." All national junior college organizations have programs that appeal to the better side of life and help to mold character. Officers study and guide the work.

In contrast, the usual local sorority is supervised by busy teachers, many of whom accept sponsorship although they are not particularly interested in the training of the individual. Some of them have never been in a sorority, nor have they had experience and training in directing group activities. Yet they are the source of all the group

training the girl may get. In a large number of cases they are not interested in the sorority work and organizations; whereas people who know something about sororities and have had experience in similar group activities, are. In the national sorority, the officers are those who have had experience in dealing with situations pertaining to college groups, and they are constantly trained through publications and panhellenic membership so they will be aware of the problems at hand and will be better able to cope with them.

WORK DONE BY A NATIONAL

National sororities carry on a variety of work. National officers and other active alumnae members who are interested inspect the various sorority chapters. They make comparative studies and carry valuable suggestions from one group to another. They check up on such things as cooperation with schools, citizenship, scholarship, the chapter budget, and chapter libraries.

The publications of the sororities include magazines, which in some cases are published quarterly, and in others, annually; mimeographed news bulletins containing chapter and alumnae news; pledge manuals; and information materials.

Money is being used for the development of the chapters, for the conventions, the publications and for philanthropic causes. The expenses are not so large as many people think. As a matter of fact, in the long run they are often less than those of a local group because the budget is so closely supervised in the national organization. The dues to the national organizations are \$5 to \$8 per year for the two years in school. This gives to the individual life membership with no further dues, as much as a 10 year subscription to the

magazine, chapter materials and publications. Upon installation of a chapter, the national organization provides a charter, all insignia, ritual, constitution, necessary materials for instruction, and sends a qualified person to install the chapter. To finance conventions each group pays a yearly assessment to national, and the national treasurer redistributes this to pay the expenses of a delegate from each chapter.

Philanthropic work plays an important part in the life of the sorority girl. This work prepares many of the young women for life in their communities where they will be taking part in social service work, Junior League, and women's clubs. This is good training in citizenship and *noblesse oblige*. We give scholarships, help needy school girls in various ways, and do a great deal of charity work, especially during the holidays. Each chapter has a local project for the benefit of the school, contributes to scholarship funds, and some chapters give scholarship and citizenship awards.

NATIONAL VS. LOCAL

1. *Better work in local chapters of national organizations.* National groups work more in accordance with the organized policies of the school. There is greater enthusiasm among the members. When there is a central organization one feels responsible to it and takes pride in being a branch of a larger group and in living up to the ideals which others are following. In a local sorority, often there is no feeling of responsibility. There is little or no pledge training before an initiation which may be rather meaningless. And so much could be done through pledge training. Members of national groups take their work more seriously since they have an excellent ritual, pledge manuals, and sponsors with which to

work. In many local panhellenic organizations, there is no mechanism by which cooperation with others and with the school can be secured.

Our national government is an example of the value of the union of smaller groups. The loosely federated states of the early years were not in a position to grow into the great nation we have today. Progress was facilitated through a national organization. In this same way, an heterogeneous assemblage of local sororities scattered about the country will not have the power to carry out the aims and ideals which all possess to as great advantage as would these same groups gathered together in a number of strong nationals. This analogy might be extended by a comparison between our government and the chaotic condition in Europe. We might also draw on the picture of organic evolution, in which we have a progression from single isolated cells, through loosely knit groups of cells, and culminating in metazoan forms which are essentially groups of cells banded together to form a concrete organism. As evolutionary progress continues we reach a new peak in the vertebrates with a highly developed central nervous system — a coordinating mechanism comparable to our National Junior College Panhellenic.

Why do college administrators import outside speakers and musicians when they have excellent ones on their own faculties? Why do they employ teachers from other schools rather than only their own graduates? They do so because they realize the necessary broadening influence of ideas and inspirations from varying sources.

Why do the Rotary Club, Masonic Order, Knights of Columbus, A.A.U.W., and even church societies have national organizations? Why don't they main-

tain clubs on a local basis to take care of local situations? They care for the interests of people who want the national advantages and feel a need for the direction of specially qualified national boards.

2. *National Convention.* Another advantage offered by a national sorority is the biennial convention. Some schools may be able to take care of their social situations locally. But, the very fact that such an organization as the American Association of Junior Colleges exists proves the desirability of the national outlook.

National conclaves are worthwhile meetings which all members may attend. The program includes business meetings, a banquet at which awards are given to outstanding members and chapters, athletic contests, sightseeing, and social functions. A silver loving cup is given in several of the sororities to the chapter which has made the most progress during the year.

3. *Advantages in Later Life.* Life is not local. People receive their education in one place and find work in another. A sorority is a means of making contacts. There are alumnae chapters in most of the large cities. In local sororities the affiliations stop with school days. Some girls never go on to a university. Why should they be deprived of the benefits of belonging to a national sorority?

An illustrative case which has come to my attention is that of a student who attended MacMurray College and belonged to a local sorority which is nearly 90 years old. There are no nationals in that school. She paid more for dues

to the local than she paid to her national sorority which she joined in junior college. Yet her local sorority relations are dead, while she is very active in the St. Louis Alumnae group in which are represented eight college chapters of her national organization.

Last fall a young woman whose husband was interning in Barnes hospital in St. Louis, moved to that city from Oklahoma. She was a perfect stranger, but since she was a junior college national sorority member she knew the addresses of several of her sorority leaders through alumnae publications. She became a very active member. This fall when her husband transferred to Los Angeles, where she was again a stranger, she immediately got in touch with her alumnae club.

CONCLUSION

The question here has not been one of the value of sororities; I believe that we all accept the fact that the values to be derived from such associations greatly overbalance any arguments to be advanced against sororities. The question is, are national sororities better able to accomplish the aims which they possess than local groups with similar aims? I hope that I have presented convincing evidence in favor of the national group.

We would welcome suggestions from this group, for we do not claim perfection. We are all working for the same cause, the development of fine young men and women. If you will work together with us I am sure that the benefits derived from such an association will be mutual.

Junior College Sororities: Their Disadvantages

GERTRUDE HOUK FARISS*

BEFORE beginning this discussion of social Greek letter organizations, insofar as it pertains to the junior college, may I be pardoned a purely personal comment, made partly in self-defense? I should like to stress the fact that I am in no sense of the word unsympathetic to the Greek letter system. As a matter of fact I am a member of a national panhellenic sorority and am at present serving on its national council.

Today, however, we are considering the Greek letter system from a different aspect—that of its existence and operation within the junior college. In order to judge wisely regarding junior college fraternities, it is first necessary to look with some perspective upon the Greek letter system in its natural habitat, the American college or university, and its unnatural habitat, the American high school. What are the ideals of the American fraternity, and what purposes does it serve in the college or university system? How may these same questions be answered in regard to the high school fraternity? To which group is the junior college fraternity more closely akin?

Any summary would be open to endless question, of course, but I believe that in one form or another, most of the aims of Greek letter organizations, as well as the purposes they serve, may be included under one of these headings:

1. Development of social conscious-

ness and experience in human relationships.

2. Development of leadership.

3. Practical aid in the college or university housing problem.

Success in any line of endeavor, whether it be professional, political, or domestic, demands as a prerequisite the ability to live and work harmoniously and effectively with other people. Life in a fraternity house places upon the individual member endless demands for adjustment to the ideas and habits of others. This experience cannot possibly be gained in contact with family and school fellows as it is by the demands for adjustment to others that will be made by actually living, day after day, month after month, and year after year, in constant contact with a relatively large number of individuals in a group, the personnel of which is endlessly changing. No constant adjustment to such an experience can be made, for the adjustment must be continuous as the experience itself changes.

This process of education in human relationships and social adjustments has the inevitable effect of developing effective leadership. There must arise in any such group of persons living together those who will make it their special responsibility to see that the group morale is maintained, that law and order are upheld, and that the rules of living adopted by the group are such as will produce the greatest degree of success and progress for its members. Leaders of the type thus developed are being

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demand on every side, in order to make possible the successful workings of a democratic system of government.

The last service of the fraternity, in connection with the working out of the campus housing problem, has been in the past at least a much more important one than either the university or the fraternity has cared to admit. Few university administrators care to admit to what an extent they have depended upon the fraternity to solve an otherwise unsolvable housing problem on their respective campuses. On the other hand, few fraternities care to admit how largely their contributions in some cases have been contributions almost exclusively to the working out of the housing problem. There is no question of the truth of these statements, however. Many fraternities and sororities are finding to their sorrow today, since legislators have become more "university conscious" and have made possible the construction of beautiful new dormitories at low costs to the students who occupy them, that the fraternity has considerable difficulty in proving to students that it has a great deal to offer *besides* attractive living accommodations! Nevertheless, though the fraternity falls far short of its own rich possibilities in some cases, there is no question but that there is within it the possibility of serving society in an extremely effective manner in the ways listed: development of social consciousness, experience in human relationships, and development of leadership.

Now let us examine the case for the high school fraternity. A part of an article by Mr. Merle Prunty, principal in 1930 of the Tulsa high school and now at Stephens college, is of interest in this regard.

One of the purposes which lay back of the organization of the high school fraternity was

to control through political maneuvers the student elections of the high school, so that the places of leadership and honor in the school might fall to fraternity members. The increased flow of students to the high school . . . has so greatly minimized the influence of the fraternity members that, in a good many cities, their entire reason for existence is to promote dancing parties in the homes of members or in some of the downtown halls.¹

Mr. Prunty's statement holds true in Oregon, for instance, where a state law prohibits the existence of high school fraternities, but where they flourish and grow in the face of that law. Their main purpose is to raise money with which to finance an elaborate annual dance at one of the most luxurious of the Portland golf clubs.

Mr. Prunty has very well summed up two of the principal reasons for the existence of the high school fraternity. There is a third, however. The high school fraternities serve as feeders for certain of the college groups. If Mary becomes a Sigma Sigma Sigma in high school, she knows perfectly well that she is going to be one of the sisterhood of Zeta Zeta Zeta in college. This is a vicious system, of which National Panhellenic Congress thoroughly disapproves. However, it seems impossible to eliminate it, even by state law, let alone Panhellenic disapproval!

Just where does the junior college fall as an institution, a potential field for social Greek letter groups, between these two extremes and to which is it the more closely related? Ethlyn W. Hopkins, in 1932 grand worthy matron of Sigma Iota Chi, junior college sorority, and Edward R. McGuire, during the same period grand president of Phi

¹ Prunty, Merle, "The National High School Honor Society versus High School Fraternities."—*Junior Senior High School Clearing House* 4:263-65, January, 1930.

Sigma Nu, junior college fraternity, tell us that

National junior college fraternities and sororities have never in any way been connected with the high school organizations; junior college fraternities have taken the same attitude of discouragement toward high school groups as is felt by the university fraternal organizations. The junior college fraternity and sorority are directed and led by college trained men and women who are giving much time to the ethical, scholastic, and social training of the college youth of America.³

Not for a moment do I question the complete sincerity of the authors of this statement, nor do I question the essential fineness of the aims of the junior college social groups. However, in view of the facts just stated in regard to the connection between high school and college fraternities, illicit though that connection may be, one would indeed be an optimist to accept the statement that "junior college fraternities and sororities have never in any way been connected with the high school organizations." Technically this is undoubtedly true. But if the high school groups serve as feeders for the college and university groups, what may be expected for the junior college groups, in nine cases out of ten situated in the very same town as the high school? National "rules" of the organization notwithstanding, the junior college groups would inevitably be very largely fed from the high school groups!

There are two other important circumstances which serve to connect the junior college Greek letter group much more closely with the high school group than with the college and university group. The first is the fact that the junior college is almost always a local

or community organization. This means that the students in most cases live at home. The fraternity or sorority solves no housing problem and at the same time, because of the absence of this factor of group living, the organization offers much less opportunity for the development of social consciousness and leadership than does the fraternity in the large university, situated at a distance from the homes of most of the members of the group. When these worthier motives are no longer served, they are rapidly replaced by the less meritorious aims of the high school groups: (1) political maneuvering, (2) social functions, (3) feeding of college fraternities.

A last circumstance which tends to unite the junior college social groups with their high school rather than their university counterparts is that of the size of the junior college! It is in general a comparatively small institution, having an average enrollment of about 350 students. Placing a group of sororities and fraternities in the midst of a group of 350 is entirely different from placing such organizations in the midst of a student body which numbers all of the way from 1,000 to 15,000! The most meaningful shaft that can be levelled against the whole fraternity system is that which emphasizes the heartache and tragedy which it brings into the experience of some of those who do not have the opportunity to become members. Many instances of this heartache and tragedy exist in colleges and universities, although there the proportion of non-fraternity students is many times greater than it would be in a small junior college. What, then, would be the effect in that institution which is known as the "people's college"—one of the greatest functions of which is to democratize education?

³Hopkins, Ethelyn W., and McGuire, Edward R., "National Junior College Fraternities."—*Junior College Journal* 3:134-37, December, 1932.

It is my own absolute conviction that the advantages offered by the fraternity system in the American college today far outweigh this disadvantage, which I am forced in all fairness to admit. However, because of the nearness of the junior college to the high school and consequently to the high school fraternal groups, because of the local character of the average junior college, and because of the small size of the average junior college, I am just as firmly convinced that not a single one of the advantages which may be cited in the case of the college or university fraternity is equally applicable in the case of the average junior college group! I am equally convinced that all of the disadvantages are evident in the junior college fraternity system.

Not long ago I sat through a motion picture entitled "Sorority House." It was grossly exaggerated and could impress anyone familiar with fraternities only as ridiculous, unjust, and melodramatic. However, I am no more inclined

to take issue with the thesis of that picture than I am with any statement which seeks to minimize completely the heartaches and unhappiness at times unfortunately attendant upon the fraternity system. Great would have to be the constructive work of the junior college Greek letter organizations to justify their existence in these small institutions in the face of the disastrous effect that they must have on at least a part of those few students who do not belong to them. At a college like Stephens, for instance, a large institution by comparison with the average junior college and an institution which is not local in character but which draws its students from all over the country, that justification may exist. Whatever may be the circumstances at any individual college, however, I am most firmly convinced that fraternities in the average junior college can have only a disrupting and unconstructive effect upon the student life of the institution.

Junior College Sororities: Discussion

SORORITIES AT INTERMONT *

IT TAKES considerable courage for one who knows fraternities and sororities only from the outside looking in to even raise his voice in any sort of opposition. Those on the inside are almost sure to say "sour grapes." In college I was not a fraternity man. I thought I had a wider circle of friends, though fraternity brothers thought that their inner circle was closer and worth more. Just how this advantage carries over into post college life I am unable to say.

For the five minutes allotted to me I must confine myself to my own observation and experience with sororities in my own junior college during the 27 years I have been connected with it. When I took charge of the institution it was honeycombed with a system of non-regulated local so-called Greek letter sororities. Regulations and guidance for such a system at that stage of the game were out of the question. It was like a foreign growth on the human system that was incurable. There was nothing that could be done but put the victim on the operating table, and cut out the objectionable growth.

The patient recovered nicely. For years there was no movement to revive sororities either by the students or the faculty. Time moved on. The administration became busy about many things. When, lo and behold, the President woke up one day to find sororities—local, unorganized, secret Greek letter

organizations—again gaining a foothold in the institution. It was not quite as sudden as that. He knew of the apparently innocent, almost imperceptible, small beginnings.

Here is how it started. One day the Dean of Girls came to report that the annual staff wanted their book to look like other books they had in their possession. All they wanted was two or three social clubs they already had in existence to be given permission to put Greek letters under their group pictures in the year book. The Dean said, positively, that was all they wanted. It looked innocent enough and, besides, Homer was nodding that day.

I don't need to tell you the rest. You know what happened. Next year the number doubled and so the race was on. Organization was tried, regulation was tried. Pan-Hellenic or some such remedy was tried. The patient grew worse and worse. Rivalry flourished. Each sorority had a faculty adviser and, according to the popularity of the faculty member and the energy of the membership, the club grew. Others languished. The elite belonged to a few select groups with popular faculty members; *hoi polloi* to others. For several years I would hear of heart-broken girls who were not bid by the desired group or failed to get a bid at all. Then a few of the disappointed would hesitatingly and apologetically find their way to my office to know if they could form another club. I had no ground on which to refuse, so long as Greek letters held out. One day someone told me how many millions of compilations could be made of letters in the

* By H. G. Noffsinger, President, Virginia Intermont College, Bristol, Virginia.

Greek alphabet, so I gave up on that score. Rivalry, expense, heartaches, lack of regulation, fostering of an undemocratic spirit in our small student body, and other causes all combined, caused our students themselves voluntarily to abolish sororities in Virginia Interment College.

I think I know your answer to my unfavorable experience with sororities—lack of local control and national regulation. This is partly true, but not wholly. We did try to control them, but too late, and possibly with inadequate means at our command.

I repeat that I am not posing as an authority on sororities. I am quite willing to concede that there is much good in them. Otherwise they would not exist in some of our best schools. My experience with them was just unfortunate. Had the reverse been true, I suppose I would be on the other side of this question. As I see it, we do not need them in our small school. I do not believe our group of 475 students would be as democratic as it is with sororities. They are expensive. They tend to crystalize and make permanent groups that otherwise would not be bound together.

Years ago I was given this advice: "If you have them in your school, do the best you can with them, but if you don't have them, don't get them."

SORORITIES AT BLACKSTONE *

IF I HAVE understood my assignment on this program, I am to discuss sororities at Blackstone College from my personal contact and experience with them during the past four years. When I began my work at Blackstone College four years ago, I inherited three national

social sororities; namely, Sigma Iota Chi, Kappa Delta Phi, and Zeta Mu Epsilon. These have included essentially one-third of the students enrolled in our college department.

During my first year of contact with these social sororities, I found that I was beginning to refer to these organizations as necessary evils—evils, because it seemed that the results accruing to their activities in the institution were more bad than good; necessary, because they seemed definitely to fulfill in the life and activities of the student something that seemed very essential. I was, therefore, confronted with the problem of whether to continue the social sororities in this institution, or to have them eliminated by the most painless process possible.

My first attempt was to analyze the nature of these organizations to see whether they had constructive possibilities for student life on the Blackstone campus. After an investigation of the principles for which sororities stand and the possibility of their control through administrative devices and the national Pan-Hellenic organization, I finally concluded that the possibilities of these organizations were constructive rather than destructive and that under careful control the positive effects could be made to greatly outweigh the negative effects.

My experience would indicate that the main contribution made by sororities to college life on this campus are:

First, they satisfy a need or desire in the life of young students (a) with respect to their tendency to group together in a secretive relationship, (b) with respect to their finding a wholesome avenue for expression of loyalties and constructive endeavor.

Second, they hold up a set of social ideals.

* By J. Paul Glick, President, Blackstone College for Girls, Blackstone, Virginia.

Third, they give a wavering student something to tie to, but are not to be regarded as reform organizations.

Fourth, they develop a sense of personal loyalty which extends from the smaller groups in the sororities to the larger group in the institution as a whole.

Fifth, they supply nuclei of organization through which constructive efforts may be expressed and which the administration may claim as starting points for constructive activities.

Along with these constructive aspects of the social sororities, I have found only three major objections:

First, they tend to restrict rather than extend friendships and personal associations.

Second, they afford opportunity through organization for a pernicious type of political control.

Third, they become the source of disappointment to many students not invited to join, in which connection there is danger of unfortunate mental and psychological developments.

In a final analysis of our situation, I have reached the conclusion that social sororities at their best in college life afford avenues of expression which are far more constructive than destructive in our educational program. In other words, it becomes the challenge to the administration and the students themselves to discover and promote the constructive elements and to redirect and sublimate as far as possible the destructive tendencies, that they may ultimately work some benefit to the group.

In a final statement, social sororities may be regarded as an educational device which may be used constructively or destructively, dependent upon the wisdom and direction of the administration.

SORORITIES AT STEPHENS *

I FIND myself in sympathy under varying conditions with all that has been said this morning. I am, however, associated with a private junior college for women, and the values which have been enunciated here this morning either for or against sororities in junior colleges are not wholly applicable to our situation.

Stephens College believes in sororities and social groups for every one of its students. The reasons for its belief in sororities are:

1. Sororities provide a heterogeneous group of girls from various parts of the country, from different classes and courses of study, and from residence halls that make for a campus-wide spread in acquaintances, development of friendships, and cooperative endeavor.

2. Sorority membership puts a group of girls sympathetically back of each girl in the attainment of worthy individual objectives and consequently in the ultimate accomplishment of desirable group objectives.

3. Sororities allow for freedom of a group to work out its own social program and social service goals in accordance with its interests.

4. Sororities grant to a greatly increased number of girls opportunities for leadership, assumption of responsibilities, cultivation of personal poise, and a sense of belonging.

5. Sororities afford a normal outlet for a carefully developed curriculum of social training and continuous orientation to the enduring ideals and traditions of the school.

6. Sororities become logical units of competition in scholarship, extra-mural

* By Merle Prunty, Director of Personnel and Head of the Extra-Class Division, Stephens College, Columbia, Missouri.

athletics, song contests, play contests, and in the total effectiveness of the various sorority programs for each year.

7. More sorority girls at Stephens College remain for their second year than do non-sorority girls; also the scholarship ranking of sorority girls is higher than that of non-sorority girls.

We at Stephens College do not believe in national sororities for four major reasons:

1. The five national junior college sororities are not adequate to provide the number of sororities that our present situation in social education requires. We now have 17 local sororities. We formerly had five national junior college sororities. They were denationalized because of the fictitious prestige which attached to them and the consequent dwarfing of the non-national sororities.

2. We wish to manage our total sorority program without any of the limitations of national organizations or the lack of absolute uniformity in campus-wide sorority objectives.

3. We prefer to save the annual individual dues amounting from \$300 to \$400 per year from each sorority and to use the dues saved through denationalization for promoting a more extensive local program for our sororities or in lowering the annual dues of each sorority member.

4. The denationalization of our five former national sororities has increased the membership of our non-national sororities by about 125 members. In addition we have formed four new sororities with a total membership of about 175 members.

In conclusion, we reached the decision two years ago that we could not hope to realize for our campus as a whole the normal educational values emanating from sorority membership with our sororities part national and part non-

national. The values of denationalization are so evident to us that no question can be raised in our opinion as to our wisdom in this connection.

SORORITIES AT GREENBRIER *

I THINK Dr. Noffsinger has covered the subject thoroughly and really there is hardly anything else to say except that I would differ with him in his conclusion! The arguments which he advanced led me, some years ago, to the adoption of the national junior college sororities rather than some local sororities.

May I state that some 14 years ago, I had inherited some local sororities. These were rather flourishing institutions on our campus and were ruling the affairs of the school, and were being of no benefit whatsoever to the institution. It seemed to the entire faculty that we should get rid of them, but in doing so we felt the responsibility of putting something in their place.

We appealed to the National Panhellenic, and two national junior college sororities were organized. Nothing was ever said to the local sororities, but they just died a natural death and the day of resurrection has never come. That accounts for our having the national sororities rather than the local sororities.

Now why do we retain the national sororities rather than the local? I think I should state this about as follows:

1. They tend to preserve a better democratic spirit on our campus. This may not be the experience elsewhere, but it is the experience with us.

2. They tend to promote healthy competition and that is worth while on any campus.

* By French W. Thompson, President, Greenbrier College, Lewisburg, West Virginia.

3. Being associated with other student groups, they tend to keep alive in the minds of the students the value of good form, good usage, and good conduct, and these are valuable anywhere.

4. They tend to promote a very healthy school spirit and friendly rivalry in a group of girls who are, first of all, bound to their institution.

5. They tend to encourage a feeling of mutual helpfulness.

These are realities in our group and because of these we are sold to the idea of the national sorority rather than the local. While, personally, I would just as soon not have any sororities, yet, because of the deep-seated feeling within the hearts of the students, we recognize that they are going to have some sort of an organization and the definite organization connected with other student groups more than compensates for the expense incurred.

World Conditions and the Junior Colleges

DON BATE *

EDUCATIONAL institutions have the duty to face squarely international problems. Chief among such problems is the one I propose to discuss this morning: Can the United States keep out of war? I believe that the United States can, but whether we will or will not depends largely on the group of our leaders—educational, religious, business.

If we can raise public opinion to a level where it will distinguish between propaganda and truth, then we can stay out of war. Never in history have there been so many foreign propagandists in this country as now. They are here for three reasons: to get us into the war; to get our money for conduct of the war; and to get the lifeblood of our armed forces if need be.

The announced objectives of the first World War were three: to end all wars, to make the world safe for democracy, and to make Germany forever impotent. All these objectives have failed. Our only yardstick for our present action should be: What is good for the United States as a whole?

Those who are trying to urge us into the present war are using the fear slogan. They say, Eventually, why not now? They contend that if Germany should conquer the Allies, we would be next. Experts say that the worst the

Allies can get out of this war is a draw. But, supposing that Germany should win, she would be no more prepared to invade this country than a prize fighter who has just fought 15 hard rounds would be to take on a fresh opponent.

Our greatest contribution to the cause of humanity can be made by staying out of this war. In South America, Americans are actually popular. Europe has lost face in South America. The United States navy is seen to be a protection for South America against European and Asiatic aggression. The Monroe doctrine is seen to have been transformed from a unilateral to a multilateral agreement. We can become truly great below the Rio Grande if we do not squander our resources in the valley of the Yangtze or along the Danube.

We can be truly great if we can be humble. Here is our chance to make a contribution to the peace and happiness of the world. After the war we can say to the nations of the world, If you need our help you can share our resources. We can keep the torch of liberty burning in the world. If we went into the war we would lose our liberty over night. "Blessed are the peace makers, for they shall be called the children of God."

RECOGNIZE THE FACTS †

SINCE Mr. Bate did not touch on the second half of his assignment at all, any remarks that I make on the effect of the war on junior college education

* Former United Press foreign correspondent, author, and commentator. Mr. Bate spoke without manuscript. This abstract of his address was prepared from notes taken as he spoke. He dealt only obliquely with the announced topic, "World Conditions and Their Relation to Junior College Education in the United States."

† By Col. A. M. Hitch, superintendent, Kemper Military School, Boonville, Missouri.

will have to be independent of his speech. Before making a few suggestions on this subject, however, I should like to comment on the war as it affects American people in general and teachers in particular. It seems to me that the American people have a rather absurd attitude towards the war at present. They want the Allies to win and in many cases rather severely blame the Allies for not having gone to war much earlier than they did. At the same time the easiest thing in the world is to pass resolutions in conventions that under no circumstances will we go to war.

There isn't a politician in the country that would dare advocate at present anything but keeping us out of war. It is freely predicted by competent observers that both political parties will put planks in their platforms declaring that the United States must under any conditions stay out of war. This will, however, be merely for the purpose of vote-getting. After the election is over no matter who wins we shall hear no more of the determination to keep us out of war. We shall, according to these observers, become realistic and if it seems necessary to go to war to save the Allies and perhaps save our own investments and our business we shall find a plausible excuse for doing so, as we did in the last war. At that time we went to war to end all war and to make the world safe for democracy. It makes no difference that these two objectives seem absurd to us now. They were strong enough to get us into action then. We shall have just as strong reasons for doing what we want to do when the time comes.

Let's take the view that from the dawn of history and perhaps for many thousand years before, the human race has been at war. The world is aflame now. Nobody but an ostrich can deny the

danger that is at every hand. We teachers must not think that all war is over because present day histories in their emphasis of economics and sociology and political conditions have shoved wars into the footnotes. Wars are just as much of a reality now as ever.

One of the easiest motions to get passed in a group of teachers or preachers is a motion that under no circumstances will we engage in war. Teachers and preachers are emotional and idealistic or they wouldn't be teachers and preachers. These very people, however, will be just as strong for war when it is declared. They have been in the past.

As teachers then, let us keep our feet on the ground and recognize the fact that war is a possibility, even war for America. Americans are the best informed people in the world on world affairs. They must be careful at present, however, to know what is fact and what is merely propaganda. May I suggest that our teachers get on the mailing list for the German propaganda sheet, "Facts In Review," and also for the British sheet intended to counteract it, "Facts vs. Fiction." Our first duty as teachers is to become well informed about world conditions and our second is to impart this information to our students. We should also develop in them a critical, understanding attitude toward world affairs. Our junior colleges will probably not be called on to give any military training even if we get into war but we shall have an opportunity to teach our young people some of the principles involved. In doing so let us defend democracy sanely. Let us give a full understanding of other forms of government. Let us impress our young people with the responsibilities that go with democracy and make them understand that democracy works only when it is actively engaged in by an intelligent

people. Our teachers have an opportunity to do a lot of sane teaching and give a lot of sane guidance to this end.

LATIN AMERICAN STUDENTS *

ON ACCOUNT of disturbed world conditions brought about by the war in Europe the educational institutions in the United States should be prepared to receive and care for the hundreds of students from Latin America who are knocking at our gates. While the number of students from Latin America entering our institutions has increased materially during recent years a great majority of the sons and daughters of well-to-do planters, merchants and professional men have been educated in European schools, especially those of France, Belgium, Italy and Switzerland. They have attended European schools partially because of tradition, partially because they have been able to learn French and Italian with greater ease than English, and partially because the courses in the schools they have attended in Europe are more flexible in their requirements for entrance and graduation than those which obtain in the schools in the United States.

On account of the fact that the European countries are at war, or are in the war zone, Latin Americans who would ordinarily send their children to Europe are now interested in American schools. Within the last four months I have received many letters from old friends in Latin America asking about our schools. They are confronted with a real problem. The junior college is the answer to this problem because its terminal courses and its special courses meet the needs of two-thirds of the Latin Americans who are transferring their children from Europe to the United States, either be-

cause they desire to do so or because they have to do so.

Most of the Latin Americans are students not prepared to enter the large colleges and universities of the United States, where the required courses are more or less rigid and fixed. And we cannot expect the four-year colleges and universities to organize special courses to take care of these students. Most of these students are not prepared to enter the "transfer courses" of our junior colleges, but many of them are prepared to enter the "terminal" courses. Others must be received as "special" students enrolling for courses that place emphasis on English, the social sciences, and the fine arts.

The junior college which is operated as a boarding school also appeals to the Latin American because it offers a home for his children. He is still quite conventional in his ideas about the care and protection that should be thrown about the women of his family. Each family that has an attractive daughter in the "teens" maintains two or three chaperons who are available at all times, and sometimes all three are in evidence if a young "Romeo" is in the offing. In countries where most of the courting is done through the window and where the young man enters the house only after he is engaged to the "light of his life," and even then visits her under the scrutiny of the elder female members of the family, it is natural that the parents are concerned about the supervision that obtains in the school their daughter attends. The private school or church school affords the care and protection that the Latin American demands.

I am informed that there are 1,100 secondary schools in Latin America, private and parochial, from which girls and boys will graduate this year. Hundreds of these young men and women can

* By Roy Tasco Davis, President, National Park College, Forest Glen, Maryland.

afford to enter our junior colleges. Most of them are prepared for terminal or special courses. Some are prepared for transfer courses. Few of them know about the junior college. They are writing their friends in the States for guidance, and they are getting into touch with the Pan-American Union, the Department of Cultural Relations of the State Department, and with other international educational organizations asking for information. If our junior colleges are interested they may be able to obtain information about prospective students from the above-named organizations. If a sufficient number are interested I am under the impression that the State Department would be willing to send a questionnaire to our several diplomatic and consular representatives in Latin America requesting the names of the schools that may be interested in sending their graduates to the United States. In view of the fact that a great majority of these young people are graduating from convents and other schools operated by the Catholic Church many of them will be interested in junior colleges operated and maintained by that church in the United States. The problem of both the private and church school in the United States is to find ways and means of letting these people know about the junior college.

It is trite to say that the friendly relations between the United States and the Latin American countries can be developed best by an exchange of students—we know that this is a fact. Since we are directing our attention more and more to Latin America and since the Latin American youth is turning by preference to the United States because the younger generation in those countries recognize that the United States is setting the standard and pace of the social evolution which will influence all coun-

tries of the Western hemisphere, the necessity of providing additional opportunities for the Latin American young is on our door-step.

Our success in interesting the Latin American youth in our schools, in our ideals, and in our institutions will depend principally on our knowledge of them and of the countries from which they come. Whether or not the junior college is interested in accepting Latin American students, it should include in its program a study of the South American countries, of their ideals, and of their institutions. We should include more books in our libraries giving information about these countries. We should offer courses that will direct the attention of the American youth to Latin America. To most of us Guatemala is a breakfast food, Salvador a fruit peddler, Honduras a wrestler, Nicaragua a negro patriot, Costa Rica a movie actress, and Panama a hat.

EDUCATE FOR DEMOCRACY *

THE ISSUE presented by Mr. Bate, to fight or not to fight in the present European and Asiatic wars, is one which cannot be decided by the present generation of junior college youth. A realistic view of the chaotic situation shows that the forces which will resolve this problem are already in motion and beyond the power of the schools to control. However, equally realistic is the view which holds that "the only alternative to dictatorship is the stable preparation for democracy."

Here, then, is the challenge to the junior college as the unit of public education which serves "all the people." We must develop forms and methods of general education for social competency

* By Dwayne Orton, president, Stockton Junior College, Stockton, California.

which will make the democratic way of life as natural a part of human experience as eating and breathing.

I know that panaceas are no more scientifically valid in education than in other realms of social experience, but I dare to suggest one principle and practice which is fundamental in training for democratic stewardship. It can be brought out best by contrasting democracy's central value with those of its rival political philosophies. The fundamental value in Collectivism is the GROUP, in National Socialism it is the RACE, in Fascism it is the STATE, in Communism it is the PROLETARIAT. In Democracy it is the INDIVIDUAL.

If, therefore, education is to be for the democratic way of life, it must place the individual at the center. Individual guidance must be the core of the curriculum. Psychological guidance values must take precedence over logical subject-matter values in curriculum building. Individual achievement in basic disciplines of efficient human experience must take the place of lifeless listing of subject-matter credits. Instead of a cur-

ricular structure based on a logical and chronological array of data without reference to its contemporary applicability, the lore of the ages and the experience of the human race must be organized about the exposition of fundamental ways of living and the solution of society's emergent problems. Material and the organization of material which cannot meet these tests have no place in general education for social competency.

Placing individual guidance at the center of all practices is in harmony with the biological fact of individual differences. Educational practices based on the philosophy of individual guidance are democracy's answers to the modern dilemma of individual ascendancy and group interest. The guidance movement gives social meaning to education by lifting it out of the realm of the esoteric and giving it dignified utility.

An educational program based on individual guidance is the democratic mass education version of Mark Hopkins' Boy-Log equation. To produce such a program is the task of the "people's college."

Graduates of New England Junior Colleges

JESSE P. BOGUE *

ONE YEAR ago at the meeting of the American Association of Junior Colleges in Grand Rapids, Michigan, representatives of the junior colleges in New England came together for luncheon and discussed probable topics of interest for the annual meeting of the New England Junior College Council. Among the many topics suggested at that time, one seemed to appeal to the majority of junior college executives more than the others. It was proposed that each junior college in New England make a study of the product of its educational machinery, especially along the lines of what has taken place in the field of vocational activity.

Practically every junior college in New England responded favorably to the invitation to make a study of its graduates and report at the annual meeting, which was held in Boston on December 9.

Uniform blanks were not submitted to the various junior colleges, and, therefore, a wide variety of reports was made at the meeting. This lack of uniform report blanks has made it rather difficult to ascertain complete and exact facts about the graduates of New England junior colleges. The percentages which will be made in this report will be approximate samples and are not to be regarded as complete scientific data.

There are more than 20 junior colleges in New England and all of them are privately controlled. It is rather significant, I think, that there is not a public

junior college in all of the six New England states. The junior colleges of New England represent also a very wide variety of curriculum offerings. Some of them are almost exclusively terminal in nature. Others specialize in one or two fields, such as business or home making. There is also a great difference in the expenses of attending the junior colleges of New England. We might say there is a junior college for every pocketbook, and the charges range all the way from \$500 or \$600 up to \$1,600 and \$1,800 per year.

Because of the fact, as we have said before, that reports on graduates submitted by various colleges were not standardized it was difficult to make accurate combined classifications. Also because of the duplication of the transfer and non-transfer students in the vocational fields it seems advisable to make the study in two separate parts. The students included in this survey were graduates of 10 New England Junior colleges and for the most part include graduates from 1932-39.

Under the major heading "What Happened to the New England Junior College Graduate," we find from the study of 3,105 cases that 1,607 students continued their education above the junior college level. Nine hundred and twenty-nine of these 1,607 attended and probably for the most part graduated from senior colleges and universities. Six hundred and thirty-seven of this total number of transfers attended normal and specialized schools. By specialized schools we mean business colleges,

* President, Green Mountain Junior College, Poultney, Vermont. President, New England Junior College Council.

nurses' training schools, government training schools, physical education schools, et cetera. Forty-one of the total number of transfers continued in specialized secretarial schools, and it is probable that there were some secretarial schools also included under this specialized classification.

No figures are available to determine just how the 1,498 non-transfer students were classified, although undoubtedly most of them are accounted for in the vocational listings below.

The classification of 2,763 junior college graduates both transfer and terminal are divided in the following manner:

Business	942
Professions, specialized work, skilled vocation	719
Unskilled labor, factory work, etc.	413
Unemployed	126
Married or in voluntary home service	408
Voluntary service	155

Under the general heading of business we have included executives, managers, secretaries, store owners and operators, owners of small businesses, trained office clerks, accountants, bookkeepers, etc. In the professions and specialized vocations we have included among others teachers, lawyers, doctors, ministers, journalists, research workers, skilled technicians, radio announcers, and nurses. The unskilled group included factory workers, day laborers, house workers, telephone operators, service work. In those classified as married or in home voluntary service we have included only those who have not been engaged in some vocation, profession, or business. The total number of married junior college graduates in the last seven years is, therefore, in reality more than the 408 listed.

We have included in voluntary service those individuals who are donating their time to health clinics, civic improvement,

missionary and religious work, and welfare work. Our total of 2,763 in this vocational classification does not represent the total of New England junior college students in the last seven years any more than does the 3,105 in the other classification. I think it is safe to assume, however, that it does give us a fair cross-section and that if grand totals were available we would find very little differentiation in the percentages from those in our classification.

In our study of the New England junior college graduates over the last seven year period, we can observe a distinct tendency towards the increase in the number of students who have continued their education beyond the junior college level. To illustrate this point we might consider the 103 graduates of Green Mountain Junior College in the class of 1939 to be a typical example. Of this class, 42.7 per cent transferred to senior colleges or universities; 13.5 per cent transferred to teachers' colleges or specialized schools; 36.8 per cent did not transfer but are engaged in gainful employment; 7.2 per cent are unemployed. However, 2 per cent of the unemployed did not seek employment. A careful study of other junior colleges indicates the above to be about an average distribution from New England junior colleges in 1939, except in those schools which specialize in specific types of training of a terminal nature.

For seven New England junior colleges the percentages of graduates reported as continuing in formal education of some kind are as follows:

Ricker Junior College	64
Bradford Junior College	78
Tilton Junior College	59
Pine Manor Junior College	40
Garland School	14.5
Junior College of Connecticut.....	48.3
Green Mountain Junior College	56.2

New Standards in Maryland

THEODORE HALBERT WILSON*

I SHALL GROUP my remarks under four headings: the reason for the adoption of state standards, the method of their preparation, the philosophy underlying them, and significant features within them.

1. The reason for adopting state standards for junior colleges.

A year ago Maryland had no standards for the accreditation of junior colleges. Last October Maryland adopted such standards for three reasons. First, the State Department of Education desired to encourage those junior colleges in the state which merited accreditation but which could not meet certain technical requirements of the Middle States Association of Colleges and Secondary Schools. Secondly, the State Department recognized the spread of the junior college movement within the state and desired to discourage new institutions from announcing themselves as junior colleges unless they intended to maintain reputable educational standards. Thirdly, the State Department desired to save the State University and the colleges the inconvenience of making a separate agreement with each junior college for the transfer of its students.

2. The method of their preparation.

The State Department of Education believes that its method of formulating standards is unique. The Department did not prepare its own standards; it asked the junior colleges themselves to formulate and recommend standards which they believed should be adopted.

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Mr. Thomas G. Pullen, Assistant State Superintendent of Education, invited each junior college in the state to send a representative to a preliminary conference which was held last May at the office of the State Department. Virtually every junior college was represented. Mr. Pullen expressed his belief that the junior colleges themselves best knew what standards would assure reputable educational practices, and suggested that the group draw up a set of standards which it would like to have the State Department adopt.

The group decided to function in two units, the institutions near Washington under the chairmanship of President Roy Tasco Davis of National Park College, and the group near Baltimore and the two groups together under the chairmanship of the Educational Advisor to the Junior College of the University of Baltimore.

During June each group met separately and drew up its own set of standards. On July 17 the two groups held a joint conference and agreed on standards which should be presented to the State Department of Education. Nine days later Mr. Pullen and the chairmen of the two groups conferred with Dean Broughton at the University of Maryland for the purpose of ascertaining whether the standards for transfer curricula were acceptable to the State University.

During the next two months, Mr. Pullen submitted the standards to Dr. Eells and to the Chairman of the Middle States Commission on Higher Institutions for

their suggestions, and prepared a questionnaire to be used in his examination of institutions which might apply for inclusion in the Maryland State list of accredited junior colleges. Early in October, 1939, only six months after the first conferences were held, the State Department sent to each junior college in Maryland a copy of the standards, a questionnaire, and a letter expressing the Department's readiness to receive applications for accreditation.

3. The philosophy underlying them.

The State Department maintains, first, that it is possible for an institution to offer a thoroughly acceptable junior college program without meeting the financial requirements set forth in the standards of the Middle States Association. It maintains, secondly, that the junior college should be considered as a distinct institution, neither a mere appendage to secondary education nor a mere duplication of the first two years of a liberal arts college, but an institution which seeks to meet the needs of its own constituency at a post-high school level and is free to develop itself in any way consistent with sound educational practices. The Maryland standards, therefore, do not start with practices already in vogue elsewhere. They are not based on the philosophy of liberal arts colleges and college preparatory secondary schools. The Maryland standards attack the problem by asking what the junior college movement stands for in American education, what its unique contribution is, and what an institution must be and do in order to make that contribution educationally reputable.

4. The most significant features within them.

If you will look at the mimeographed copies of the Maryland standards which have been handed to you, we shall hastily note a few of the most significant items.

As we proceed it will become increasingly clear that the standards* break away from mechanical methods of evaluating institutions. Emphasis is placed, rather, on the stated purpose of each institution, the adequacy of its provisions for realizing that purpose, and the acceptability of the outcomes of its program in the lives of its students.

Definition. Maryland recognizes the fact that the worth of the educational offerings of an institution is in no sense determined by the size of the enrollment, by the methods of grade-grouping, or by the number and kind of curricula.

Introduction. Maryland believes, with the Cooperative Study of Secondary School Standards, that each institution must be judged on the basis of its own stated purposes, and not on the basis of some arbitrarily predetermined objectives.

Admissions. Maryland is convinced that admission requirements should vary with the varying needs and plans of the individual student, and should not be the same for all students.

Faculty. Maryland desires to have instructors who are adequately prepared, but insists that they be stimulating personalities as well as holders of degrees.

Instruction. Maryland demands conditions that will be conducive to thorough learning. Teachers must have adequate time for study, for conference, and for recreation. Students must have adequate opportunity to think and to express themselves.

Curricula. Maryland proposes to protect its young people from educational malnutrition by providing them with

* Mimeographed copies of the Maryland Standards may be obtained from the American Association of Junior Colleges, 730 Jackson Place, Washington, D. C. The Standards will be published in full in the forthcoming volume of *American Junior Colleges*, soon to appear.

educational pabulum that is nutritious. Each junior college must restrict or expand its curriculum offerings according to the number and the needs of the individual students whom it enrolls, and must provide each student with a well-balanced program. Terminal students must distribute their subject selections on the basis of a ratio of two hours of liberal arts to two hours of semi-professional and one hour of free electives.

Library. Maryland recognizes that the library is the heart of any adequate educational program, and therefore must be professionally staffed, operated, and maintained for the benefit of the students and for the assistance of the instructors.

Laboratories and Shops. Maryland is convinced that most students who do not intend to specialize in science or in shop will derive as much or perhaps more benefit from demonstration work than from individual laboratory or shop practice.

Catalogue and Announcements. Maryland believes that the tone of an institution's publicity reflects the competence and the responsibility of the administration; and that the content of the publicity should be sufficient to enable prospective students and school and college administrators to get a clear picture of the program and the personnel of the junior college.

Activities. Maryland considers it unfair to demand that every institution shall have as many and as great a variety of student activities as every other institution. The junior college supplements, but does not supplant, other agencies in the community. Each institution, therefore, needs to provide enough activities to supplement the activities in which its students already participate.

Administration. Maryland contends that the administration exists for the students and the faculty, not the students and the faculty for the administration.

Finances. Maryland wishes to make sure that each junior college has adequate financial support to provide thoroughly acceptable educational opportunities in lean years as well as in flush years.

Buildings and Grounds. Maryland demands that each institution provide well kept facilities, but permits each to vary the number and the kind of facilities in accordance with the actual needs of its own educational program and student body.

General Impression. Maryland seeks to discover not merely the details of an institution's offerings and equipment, but also the general atmosphere which the faculty and the student body create, for this atmosphere is what indicates the extent and the kind of education which the students are receiving.

Enough has been said to make clear that Maryland has adopted standards which place the responsibility on each junior college to state its own objectives, to admit those students only who will benefit by those objectives, to provide whatever facilities and opportunities are necessary in order that each student may derive the benefits which he expects to receive, to safeguard the students against becoming educational orphans through organizing in such a manner as to assure continuity of the institution and administering it in such a manner as to guarantee its financial stability, and finally to create and maintain an atmosphere of happy seriousness of purpose and friendly cooperativeness of endeavor in which each student may find wholesome growth.

Curriculum Development in Mississippi

KNOX M. BROOM*

TRADITION, accreditation regulations, public opinion, resources, type organizations, and local conditions are each a vital factor in any program for curriculum development. Mississippians are extremely credit-conscious. Our people will not patronize a school that is not fully accredited. Approval of accrediting agencies naturally had to be the first concern of our public junior colleges; but for these facts we might have used earlier some of our limited resources for the development of special type courses. We find, however, that once the rating has been satisfactorily acquired we then have much greater freedom with experimental courses. In this regard the faculty members of our institutions of higher learning think that the junior colleges enjoy liberties denied to them. A knowledge of the type of organization and local conditions is, therefore, essential to an understanding and appreciation of any program of curriculum development.

We have a rather unique situation in Mississippi in that we have a state *system* of public junior colleges rather than a group of independent and unrelated institutions, although each institution has its local board of trustees and executive head.

The public junior college program in Mississippi has been developed as a part of the state's unified program of public education through the closest and friendliest cooperation and relationships with the public schools and senior colleges.

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For the past seven years the executive heads of the senior and junior colleges have met in annual conference to discuss their common problems. Their most recent conference centered around a discussion of the probable advantage of a seminar or laboratory school for teachers on the junior college level. Our college teachers have been among the most enthusiastic participants in "The Five Year Program for the Improvement of Instruction" in the elementary and high schools of Mississippi.

Our public junior colleges have developed under (1) the guidance and leadership of a State Commission composed of the State Superintendent of Public Education, the heads of the University of Mississippi, State College, Mississippi State College for Women, and the heads of three junior colleges; and also under (2) the supervision of a State Supervisor of Public Junior Colleges, who is Secretary of the State Commission and also Executive Secretary of the State Junior College Accrediting Commission. The State Commission designated the Accrediting Commission as its agent for accreditation.

We started our program (1) with the idea that the public junior college was an extension of the secondary education program, (2) with an extra-legal plan of zoning the state for the location, support, and expansion of these institutions, and (3) with a definite criterion for their organization, development, and birth control. The above plan has been followed in every instance and no institution once approved has been discon-

tinued, but rather has every institution continued to expand to the full capacity of its ability to provide physical plant facilities and support funds.

Eighty-three per cent of Mississippi's total population is classed as rural and only 17 per cent as urban. Of those gainfully occupied, 87.7 per cent are in some phase of agriculture, and only 12.3 per cent, in manufacturing. Eleven of our public junior colleges are located in centers accessible to the rural areas and only one is located in an urban center. More than 75 per cent of our junior college students are graduates of our rural high schools. Many college students are transported to our junior colleges on buses carrying children to our consolidated schools. There is at present a Junior College Transportation Bill before the legislature.

The public junior colleges in Mississippi are supported jointly by state appropriations and by local ad-valorem tax levies on, at least, a twenty million dollar assessed valuation — approximately 30 per cent state and 70 per cent local. The average per capita cost is \$121.00 and the average individual cost is \$156.00, per session, including board, room rent, etc. We call these schools "The Poor Man's College"; yet each institution is fully approved by the State Commission, seven are approved by the Southern Association of Colleges and Secondary Schools and eight are members of the American Association of Junior Colleges. A study covering a five-year period comparing grades of junior college transfer students with the grades of students of higher institutions entering the junior year showed no significant difference between the junior college transfers and the higher institutions' own students during the last two years.

We have always insisted that Mississippi's public junior colleges were au-

thorized to meet a need not otherwise provided for, that our high school graduates were too young, usually, to adjust themselves properly to the freedom of a university campus, that in most cases for two more years these students should have closer supervision and more direct personal contact between teachers and students, and that for many of our boys and girls the junior college would be their "finishing school". Our law says,

... These courses shall consist of agriculture, including horticulture, dairying, animal husbandry, and commercial gardening; domestic science and the household arts; commercial branches, including banking, accountancy and transportation; and the mechanical arts such as carpentry, masonry, painting, shop work in iron and wood, and repairing and constructing motor vehicles.

The executive heads and teachers in our public junior colleges in Mississippi feel (1) that the most logical indication that they are really working toward achieving the purposes for which our institutions were authorized would be a cooperative study to determine actually the needs and to devise better means of meeting these needs, (2) that to train specially for teaching on the junior college level presents not only an urgent need but a distinct problem unlike that of the lower secondary education level or even the university of graduate level, and (3) that the fundamentals in our particular situation and on this distinct level might best be recognized by a cooperative study in a seminar or laboratory school for that specific purpose.

Early in the summer of 1938, upon recommendation of its Supervisor, the Junior College Association appointed a committee to study the suggestion of a seminar or laboratory school and methods for financing. In the summer of 1939 a two-day planning conference was held at State College, with Dr. John Napier of Auburn, California, as counselor. At this conference definite plans for a

laboratory school, in the summer of 1940, were approved. At the regular meeting of the Association in December, 1939 the Association received invitations from six institutions in Mississippi and neighboring states to hold the laboratory school on their respective campuses. The proposal from Peabody College, Nashville, Tennessee, was accepted for the first six weeks of the summer term of 1940. The plan provides for the cooperation of the Division of Surveys and Field Studies through consultative and technical services in a laboratory work shop, under the guidance of special consultants in the field of the junior college brought to the campus, there to work under the immediate direction of the dean of the graduate school.

There is no thought of working out a uniform program of specific courses of study for all, but we do believe that certain fundamentals common to all can best be recognized by cooperative study. We believe (1) that there should be a clearer definition of junior college objectives, and that there should be (2) better implementation for achieving these objectives. We now have faculty committees in several institutions making studies in these areas. These studies are intended to furnish the "spring-board" for our six weeks' cooperative study of an applicable activity program which may re-emphasize those fundamentals of character, attitudes, and the art of *living*. In Mississippi we still believe that the only effective evaluative criterion that can safeguard future generations from the modern "isms" which threaten our American democracy is that of the men and women who are the products developed by our educational institutions.

When the mariner finds his vessel driven by the gale and pounding waves

far off its course, even though the vessel is equipped with the best and most modern devices of navigation, he takes advantage of the first glimpse of any fixed marker through the rent of the storm clouds and sprays from the breakers to take his reckonings. Is there no challenge for us under present day conditions to recur to first principles—the old and fundamental landmarks—and to correct the tendency to worship the image instead of the thing it symbolizes?

Real educators refuse to be lulled into a state of unconcern by a comparison of our country with some of the unfortunate nations of the world. Exultant success seems to go with that which is cheap and transient. The greatness of a real teacher is revealed in the fact that his plans and aspirations extend so far beyond his achievements that at last he feels that he has failed—he sees so much farther than he is able to travel. So long, therefore, as there is evidence of failure on the part of the products of our schools the real teacher will cry out for a modern Sir Galahad to vow:

All armed I ride, whate'er betide,
Until I find the Holy Grail.

For after all the teacher of old was right when he said:

The highest study of all is that which teaches us to develop those principles of purity and perfect virtue which Heaven bestowed upon us at our birth, in order that we may acquire the power of influencing for good those amongst whom we are placed, by our precepts and examples; a study without an end—for our labors cease only when we have become perfect—an unattainable goal, but one that we must not the less set before us from the very first. It is true that we shall not be able to reach it, but in our struggle toward it we shall strengthen our characters and give stability to our ideas, so that, whilst ever advancing calmly in the same direction, we shall be rendered capable of applying the faculties with which we have been gifted to the best possible account.

Ah! but a man's reach should exceed his grasp
Or what's a Heaven for?

Evening Junior Colleges in Chicago

ROBERT C. KEENAN*

THE EVENING junior colleges in Chicago had beginnings something like Topsy's—they just grew. They were upon us almost before we knew it. Unlike most evening junior colleges, which seem to be an adjunct to daytime institutions, the evening junior colleges of Chicago's public school system developed naturally from our evening high schools. The first of these high schools had its beginning more than a generation ago. By 1937 they had grown to six in number, all fully accredited and each enrolling from one to six thousand pupils. About that time we learned through surveys that approximately 50 per cent of the students in these evening high schools were already high school graduates. They were simply taking post graduate work. Many subjects of college rank had long been taught in our evening curriculum: for example, psychology, sociology, architectural drawing, accounting, and college algebra. There were many other subjects for which a high school graduate might have earned college credit if he had taken them in a college. Now it is a generally accepted premise that the junior college should serve the needs of the community and its people. On this same principle Superintendent Johnson had been reorganizing the Chicago school system in all its branches; and the surveys showed a manifest need for evening junior colleges.

So at the beginning of the new semester in February, 1938, evening junior

colleges were given official sanction and housed with three of the evening high schools, one on each side of the city. They are Austin, Englewood, and Schurz. Separate administrative staffs and properly qualified faculties were placed in charge. Separate offices were set up for the colleges, and all college work was segregated in one section of each building. There is an obvious economy in housing the junior college and the high school together but more important was the fact that these evening high schools were already functioning successfully, that in them 50 per cent of the pupils were eligible for college work, and that frequently the adult evening student wants to take work simultaneously in both divisions.

Results showed the popularity of this plan. Although the first term was started with little more advance publicity than a simple announcement to our own students, we immediately had a combined college enrollment of 1,500. The following semester this number doubled, and now after only two years there are over 5,000 students in the three evening colleges. Figures from my own institution indicate the phenomenal growth in striking fashion. At the end of the term last June, Schurz Evening College enrollment was 662. Registration in September jumped to 1,340; and this month it went 1,570. Surely that is emphatic evidence that the demand was there.

The *Journal* and the *Directory* list only seven other separate evening junior colleges, all located in California. I

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have learned through correspondence with them that while the educational motives for establishing these colleges were similar to ours, another compelling motive in that state was that as separate institutions they are eligible for additional financial support contributed by the state. In Chicago we gain no additional finances whatever.

Through interviews and questionnaires the personnel department of each Chicago evening junior college obtained data that have been useful in establishing the curriculum. They found that approximately 70 per cent of the students are males. Thirteen per cent are married. Approximately 50 per cent are between the ages of 20 and 25, while only 12 per cent are over 30 years of age. Fifty-five per cent finished high school since 1935, but among the rest some date their high school graduation even prior to 1924. Eighty-three per cent are employed, almost all of them more than 35 hours a week. A wide variety of occupations is represented, a majority of which are probably largely routine jobs. Many jobs reported by male students are industrial. Slightly more than 50 per cent plan to attend some higher institution, most of them part time. There is no significant difference between the intelligence of those who plan to go to a higher institution and those who do not. But those who have not made up their minds do show a lower intelligence. Among those who do not plan to go on, the females show a greater interest in cultural subjects than do the males. Thirty-five per cent want courses to enable them to improve in their present employment. Forty-six per cent want to prepare to get into other fields of work. Administering of the American Council on Education psychological examinations disclosed that approximately 46 per cent of our students

exceed in capacity the average first-year college or university student. In our Chicago day junior colleges, only 41 per cent exceed the average.

The curriculum was devised, therefore, with these objectives in view:

1. To provide the first two years of training for students seeking the traditional four-year college education.
2. To provide a broad general training in the principal fields of knowledge for students who do not plan to attend higher institutions of learning.
3. To offer pre-professional courses for students who intend to enroll in professional schools.
4. To offer technical and vocational subjects at the college level which will assist students in their daily work in the industrial and business world.
5. To provide a program of adult education for those who are anxious to acquaint themselves with intellectual and cultural attainments.

Each school maintains a department headed by the personnel director, whose function it is to give educational counsel to the student from the time he enters until he leaves the college. This work includes testing, vocational guidance, placement, and of course assistance in planning the individual's educational program. If the student intends eventually to obtain a college degree or wishes the junior college certificate, he takes a core sequence of prefatory courses designed to give the student an introduction to the humanities, social studies, biological and physical sciences, and English, for a total of 30 semester hours. The remaining 30 hours may be freely elected. Otherwise he is completely free to choose. The most popular courses have been in the business field, but I have witnessed an interesting trend at Schurz. As the school grows and the student body becomes more definitely

college-conscious, there is greater demand for the cultural work and a corresponding decrease in the purely vocational registration. During the first year of the college's existence 43 per cent elected vocational courses and 40 per cent cultural courses. During the second year, which is just finished, the numbers were about reversed; 44 per cent elected the cultural subjects as against 40 per cent the vocational. The rest in each year were taking courses that were both vocational and cultural.

Dr. Eells asked about plans for the future. "Hopes" is probably a more appropriate word. We hope to go on taking care of the needs of our pupils. This means, I feel sure, that we shall be offering many more courses for which our students have indicated a desire, particularly in the semi-professional fields. The evening schools have a peculiar advantage here in that they can and do recruit for their teachers in specialized business, commercial, and technical classes highly trained men who are employed in these fields during the day. Their practical experience is much

appreciated by evening students, many of whom are likewise actively engaged in these occupations. We feel the need of engaging even more intensively in our counseling and personnel service to offer more opportunity to the pupils to find their aptitudes and to make their adjustments. In this work we are greatly assisted by sharing in common with the three day junior colleges the director of the Department of Examinations, Dr. Max D. Engelhart, and his assistants. Similarly we share other supervisory officers for better coordination; and all during our organization period we have had the benefit of the experience and counsel of Dean Conley of the Wright Junior College, my neighboring day school.

Our transfer students are being accepted upon our recommendation by the University of Chicago, and our state university, Illinois. It is now our desire to have our standing and the opportunities we offer generally known, and to have our product worthy of general acceptance in business as well as in education.

California State Junior College Survey

A SERIES OF REPORTS

PROBLEMS OUTLINED *

ABOUT A YEAR and a half ago State Superintendent Walter F. Dexter of California appointed a State Committee on Junior Colleges. At the early meetings of this committee decisions were reached, first, regarding the problems of mutual concern which should be investigated, and second, regarding the general plan of attack which should be followed. Three of those problems, namely, personnel, including placement and follow-up, general terminal education, and terminal vocational education, are presented this afternoon.

Our committee was of the opinion that investigations should, in general, be made with the following procedures in mind: (1) provide a stimulus and a means for the individual junior college to take stock of its own practices; (2) furnish a means of stock taking and of comparing practices throughout the state; (3) locate problems of general concern in one or more of the major areas, which will receive cooperative attention in the near future.

The junior colleges were canvassed to discover the particular issues in which they are interested. Practically all are participating in the study of student personnel, or terminal general education, or terminal vocational education, and a majority are participating in all. Participation means, among other things, that the local institution will make arrangements to free the time of a member or mem-

bers of its staff so that the necessary work may be done.

Conferences have been held upon personnel problems, general curricula, and vocational curricula, plans of procedure have been laid, and work has begun. These conferences have been planned and directed by sub-committees. Two of the chairmen of these sub-committees are Dr. Harbeson and Dr. Ricciardi; the third chairman is Dean Grace V. Bird, for whom I am reporting this afternoon.

At first it was thought that two conferences upon the three topics would be held during the present school year. But the amount of work which the representatives of the junior colleges wished to undertake is so extensive that the second conference has been postponed until early fall. The conferences are financed by a grant of the General Education Board. (*After the foregoing introductory remarks, Dr. Douglass read the following paper.*)

* * *

PERSONNEL PROJECTS †

The Sub-Committee on the Study of Personnel is undertaking seven projects:

1. A somewhat detailed description by means of a check list of more than 250 items of the current personnel practices in the fields of guidance, placement, and follow-up in our public junior colleges.

2. An analysis of the self-appraisals of the personnel work described in the first project by each individual junior college. The Committee expects the first

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two projects to yield information about practices that will represent a good stock taking of the present developments in personnel work in California, and to yield in addition descriptions of what the individual junior colleges believe their personnel work should succeed in doing, and how well or poorly they are succeeding in doing it. Wherever weaknesses and failures are reported, the Committee is inquiring into the causal factors in such weaknesses or failures and into the probable knowledge or procedures needed to overcome them.

3. A descriptive study of the characteristics of current junior college student populations. This study calls for descriptions in terms of psychological test data, previous educational experience, economic background as measured by parental occupation, age, sex, occupational ambition. The Committee hopes to analyze the data in terms of their probable significance for the curriculum and for personnel work, and to set up hypotheses for more extended research on problems that appear to be practicable and useful. Among other questions, the Committee is interested in seeing whether there are any significant differences between the groups enrolled primarily in courses in pre-professional curricula, groups enrolled primarily in semi-professional curricula, and groups enrolled primarily in strictly vocational curricula, in terms of implications for teaching methods or for the curriculum needs of the various groups.

4. A description of follow-up practices with detailed information on the follow-up findings with respect to graduates, transfers to other colleges or to employment, and drop-outs for the academic year 1937-38. The study gathers information about the numbers of students going to other colleges and universities and the types of colleges or special

schools to which they go. It gathers information about the numbers going into employment, the kind of employment entered, and the relation between the field of employment and the semi-professional curricula in which the student was enrolled. Concurrently it indicates the length of attendance by semester of the student prior to graduation, transfer, or drop-out. The Committee believes the summary will furnish data particularly meaningful for vocational curricula and vocational guidance, as well as yielding one measure of the extent to which the junior college is fulfilling a major aim.

5. An expository description of important uses to which each local junior college puts the personnel data it assembles. The Committee assumes that one of the most valuable functions of personnel work is the assembling of data about its students that describe with some reliability their individual interests, abilities, ambitions, potentialities. It further assumes that in so far as is permissible within the limits of their resources, it is desirable for junior colleges "to individualize the educational process"; i.e., to serve the individual needs, ambitions, capacities, and potentialities of their students. The Committee hopes to discover in this project the concrete things that have been done in junior colleges in the last few years in the way of curriculum modifications, remedial offerings, and new teaching methodology that are chargeable directly to conclusions drawn from analyses of personnel data.

6. An introductory description of the oncoming junior college population particularly with respect to educational and vocational ambitions and with respect to aptitudes. The cooperating junior colleges are being asked to obtain the assistance of the high school principals in their areas in submitting a set of ques-

tions to the eleventh grade students this spring. The questions ask for information about the future educational plans, major interests, occupational intent of the students. They also ask about educational problems faced by the student. Some of the cooperating schools are being asked to give the Thurstone Psychological Examination (high school form) to the eleventh grade groups to add to the data descriptive of oncoming junior college populations. The Committee expects the results of this project to make important contributions to improved senior high school counselling for students planning on post-high school education, and it also expects the results to anticipate curriculum and counselling problems on the junior college level.

7. A study of placement practices. This project begins with the submission of 14 assumptions basic to placement. The cooperating junior colleges are asked to report endorsements or rejections of the assumptions or to propose modifications and additions. The project also calls for expository descriptions of current placement practices, of urgent problems relative to placement personnel and placement services, and of the values found to be the results of local occupational survey for curriculum organization or placement organization. The Committee hopes to arrive at an acceptable philosophy of placement, and it hopes to locate and uncover some of the more common placement problems which further cooperative effort might solve.

In planning all the projects the Sub-Committee tried to keep carefully in mind these views: first, that the purpose of the study is, in part, to provide a stimulus and means for each individual junior college to take stock of itself—to make a self-examination and self-appraisal of its own personnel program (guidance, placement, and follow-up);

second, that the purpose of the study is, in part, to gather together state-wide reports which will furnish a general stock-taking for the state and which will serve as a loose evaluating measure for individual junior colleges; third, that the purpose of the study is, in part, to uncover any evidences of need for more detailed studies or research essential to or important to improving our junior college services to our student populations.

Thirty public junior colleges are giving generous help with all or most of the seven projects outlined. The members of the Sub-Committee on the Study of Personnel are: Mr. Paul Mohr, Director of Personnel of San Francisco Junior College; Mr. Hugh M. Bell, Dean of the Lower Division of Chico State College; Mr. J. W. McDaniel, Instructor in Psychology at Bakersfield Junior College; Dr. Rosco Ingalls, Director of Los Angeles City College; Miss Grace V. Bird, Director of Bakersfield Junior College, Chairman.

GENERAL CURRICULA *

IN THE California survey of junior colleges now in progress under the auspices of the State Department of Education a sub-committee was appointed to study the programs of general education being carried out by the junior colleges. This committee is endeavoring to arrive at two major objectives: first, to determine what is involved in the concept of general education and state the philosophy upon which it is founded; and, secondly, to examine the offerings of the colleges designed to achieve the objectives of general education, stating these objectives, if possible, in terms of outcomes for the individual student as

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manifested in his behavior, attitudes, knowledges, skills, etc.

The Concept of General Education and Its Basic Philosophy

The Committee accepts the analysis of Dr. Malcolm S. MacLean and his colleagues of General College of the University of Minnesota that there are four major areas of human need: (a) individual; (b) socio-civic; (c) home life; (d) vocational. Under individual needs may be classified a knowledge and practice of good health and the framing of and devotion to a worthy life philosophy. This life philosophy should constitute a working guide to personal living, involving the capacity and the desire to discriminate in values and a determination on the part of the individual to appropriate to himself the good and the beautiful in the world about him to the end that in the course of his lifetime he may experience the most complete and consummate development of his individual personality. Within the socio-civic area fall those needs for a cooperation of the individual with his fellows and for sharing with them the responsibilities and privileges of a democratic society to the end that every individual may be surrounded by the social conditions which contribute most effectively to the maximum development of his personality. Within the area of home life fall those needs pertaining to the harmonious and effective functioning of the family as a biological and a social unit. The vocational area embraces those needs which pertain to the selection of an appropriate life work on the part of the individual, by which he will earn a living for himself and his family, and an adequate training for effective service within this field.

It is the opinion of the Sub-Committee that there rests upon the public

school system the obligation of orienting within each of these major fields all the children of the entire population and that a reasonable orientation within these major areas of human need constitutes all there is to the concept of general education. The Sub-Committee further believes that with the exception of those individuals who select as their life work one of the so-called higher professions, preparation for which must be secured in one of the professional schools of the university, the program of education as outlined above providing for adequate orientation in all of the major areas of human need can, with a proper organization of curriculum, be accomplished by the conclusion of the fourteenth year or the junior college period.

General education does not, therefore, embody any specific group of subjects or body of subject matter which is required on the part of all individuals. It may and probably will vary in content from individual to individual but it will assure for all a reasonable orientation in the four major areas of human need.

It follows further from the above hypotheses that there can be no hard and fast boundary line separating general and vocational education. Vocational education constitutes but a part, although an indispensable and inseparable part, of everyone's complete education.

It may be conceded, however, that an analysis of the curriculum at the junior college level is facilitated by a treatment under the two major headings of *general* and *vocational* education. While vocational education constitutes but a part of general education, within the junior college it occupies a position of such prominence and significance as to justify separate treatment.

The Analysis of Offerings Designed to Achieve the Objectives of General Education

It will be impossible in the brief time allotted to present the details of this phase of the study. An attempt will be made only to state a few of the major problems encountered under this heading.

1. What courses, if any, should be required in the junior college to achieve the objectives of general education? In this connection the committee will ascertain what courses are now actually required and what courses in the opinion of the administrators should be required on the part of all students regardless of curriculum.

2. Is it possible to achieve the objectives of general education in a curriculum the courses of which are built *exclusively* around the student's vocational objective? Many students of vocational education believe that there are great possibilities for general education in the vocational courses themselves. For example, in a curriculum of vocational technology, English might be taught through the course in technical reports, social science through a course in industrial organizations, art through the drafting classes, and mathematics in connection with the technical laboratory projects. If this be so, a reasonable modicum of general education could conceivably be provided for the vocational students without encroaching to the slightest degree on the time required for vocational education.

3. To what extent is it possible or feasible to integrate the general education programs of high school and junior college? An attempt will be made to ascertain the possibility of a core of general education for vocational students, all of which might be completed in the high school years, thus releasing

the entire two years of the junior college for vocational education.

4. Is it possible to carry the program of general education for university preparatory students in the junior college to a point where on transfer to the university as upper division students they would be justified in concentrating on their special fields without further courses in general education? It is not assumed that general education can be completed in the junior college. Everybody realizes that general education is a life-long process. The question is, can general education be carried to a point by the conclusion of the junior college years where, purely in the interests of expediency, in order to start his professional career at a reasonable age, the student can, on transfer to the university, devote his entire time to his professional study?

5. To what extent are junior colleges evaluating their offerings in general education in terms of outcomes for the individual student as manifested in behavior, attitudes, skills, knowledges, appreciations, habits, etc.? Many students of general education believe that much of the present content of the curriculum can be justified only on the grounds of tradition. The committee proposes to ascertain, if possible, the extent to which the individual student is taken into consideration in the making of the program. The committee believes that the sole criterion for measuring the values of the offerings in general education is *the extent to which they contribute to the orientation of the individual student in the major areas of human need*. It doubts whether courses which make no consideration to this end have any place in the curriculum of the junior college.

These are but examples of a large group of problems being approached by

the Sub-Committee on General Education. It is the hope of the Sub-Committee that all available data will have been collected by the conclusion of the present academic year. If this is accomplished a final report can be in the hands of the General Committee by the early fall.

VOCATIONAL CURRICULA *

THERE IS growing agreement to the effect that we must *act* cooperatively with intelligence and effectiveness and *talk* less about cooperation if we are to continue to enjoy the benefits of a democratic society. Social usefulness and individual competency are the primary characteristics of a behavior suited to a democratic society.

The curricula, then, included in a program of education for a democratic society should be such as to aid in practical ways in the development of the abilities which the individual needs to *act* in ways that make him socially useful and individually competent.

The positive need for such curricula is clearly indicated in statements included in a Memorandum of Agreement for Developing Cooperative Relations between the Office of Education and the National Youth Administration. Some of the significant statements in this memorandum are these:

1. All pupils in secondary schools, those pursuing the conventional curriculum, those preparing for skilled occupations, and those who will enter, or are now engaged in, semi-skilled jobs, need preparation, far more than is now given, for citizenship and for the other activities of life which are common to all members of American society.

2. There should be no withdrawal of effort from the lines which are now being followed to raise to the highest possible level the instruction which is given to those who are to enter the professions and the skilled occupa-

tions. At the same time, it is both feasible and necessary that there should be provided courses of instruction *other than those which lead into specific vocations.*

3. Industrial and economic conditions are such that young people do not find it possible in many cases to secure opportunities in gainful occupations. They, therefore, have continued in school in unprecedented numbers, attending these schools very often because they have nothing else to do. They continue in schools even though the courses are not well adapted to their needs.

4. Those who are not in school find that the education and training they received before leaving school has not equipped them *with resources* by which they can, through their own efforts, undertake productive activities.

It seems quite evident that as yet tax-supported education is not equipping many young people—from 60 per cent to 75 per cent of youth between 16 and 25 years of age—"with resources by which they can, through their own efforts, undertake productive activities."

What is some of the evidence pointing clearly to the fact that a very large number of youth is as yet not adjusted effectively to the social and economic activities in which they are participants? Limited space makes possible only reference to some studies such as those made by Edgerton of Wisconsin, Brewer of Harvard, and James M. Wood of Stephens College, which show that from two-thirds to three-fourths of young people between 16 and 24 are not being equipped "with resources by which they can, through their own efforts, undertake productive activities." Additional evidence is found in comments made recently by educational leaders concerning deficiencies in the curricula now available to youth. Some of these deficiencies are the following:

1. Dr. Floyd W. Reeves is of the opinion that our school system is *producing too many young persons who have little enthusiasm and ability for the jobs they seek or in which they are employed.*

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2. *Our school system does not help youth to be self-reliant and capable of making his adjustments at a socially desirable level.* Dr. Willard Waller of Barnard College in this connection states: "The urban youth are often confused and disorganized by the complex lives they live. Like their elders they are impressed by 'front.' They acquire early and incomplete sophistication. They may be apparently self-reliant and self-sufficient but on a low level of social adjustment."

3. *Our school system is not helping each student to develop a basic skill or interest which makes him feel socially useful in a group of his fellows.* Dr. John E. Anderson of the University of Minnesota holds that "the social relations of shy, self-conscious youth, or of unpopular students, can not be improved by telling them to be more social or giving them more parties. The best corrective procedure is to find out what skill or interest the student has which, if developed, will give him prestige in his own group. The student must have a strong, well developed interest or skill if he expects to be interesting to others."

4. *Our system does not encourage thoughtfulness and critical thinking.* Dr. Daniel A. Prescott says: "Facts and skills are necessary as a basis of evaluation of experience, but they have been overemphasized because their acquisition is easy to measure. It is easier to ask a learner to choose and enumerate than to ask him to analyze and evaluate."

5. *Our school system is producing too many failures.* A superintendent of schools while making his annual report to his board of education commented on a reduction in the number of failures. One of the members of the board, a glove manufacturer, raised this question:

"Why should there be any failures?"

We've been manufacturing gloves for years and we have no failures."

"But," responded the superintendent, "you can select your kids and we can't."

While that is a clever response, and there is truth in it, it is not the answer which points the way to procedures that can help us to solve the problem of "equipping youth with resources by which they can, through their own efforts, undertake productive activities," and get genuine satisfaction from such activities.

To do that we must know how to be efficiently cooperative. All of the services designed to help youth must be effectively coordinated. Dr. Floyd W. Reeves says: "The schools should take advantage of the services offered by the United States Office of Education, the National Youth Administration, the Federal and State Employment Services, the Employment Service of the Social Security Board, and the Occupational Outlook Service of the Bureau of Labor Statistics."

In directing our efforts, then, in California towards the building of vocational curricula at the junior college level, we very definitely recognize the need of developing procedures which will effect the coordination of the services mentioned with the services of the schools and colleges so as to provide practical aid in producing young people better fitted than they are now for their jobs and more enthusiastic about their work because they are better equipped with the "resources by which they can, through their own efforts, undertake productive activities."

In the building of suitable vocational curricula, the acceptance of these basic principles is desirable:

1. *Curriculum building should be based upon a realistic interpretation of*

the world about us. It is quite important for the curriculum maker to realize that mechanization is *not* the fundamental cause of unemployment; that mechanization lowers the cost of commodities, improves the standards of living, increases purchasing power, and actually increases the number of persons employed as brought out in the following table of the percentage of population gainfully employed each year beginning with 1870: 1870, 32%; 1880, 34.7%; 1890, 37.2%; 1900, 38.3%; 1910, 39.3%; 1920, 39.8%; 1930, 40.7%.

2. *Curriculum building should help the instructor in practical ways to improve the relationships between learner and instructor by making the learning situations more effective.* If we expect to build vocational curricula which function in the lives of those for whom they are constructed, we must think in terms of behavior and not in terms of units or of prerequisites for other courses; and instructors should participate in the building of these curricula. A simple and very practical way of determining whether or not an instructor is ready to help in the building of vocational curricula is by asking him to write between 100 and 200 words based on these questions:

a. How interested is John or Helen in your course?

b. How enthusiastic is he or she about the course?

c. To what extent is the course contributing to the improvement of his or her behavior through the acquisition of skill, technical knowledge, or social understanding?

There is a growing conviction, expressed by George F. Zook and others, that unless classroom procedures and relationships between learner and instructor are improved through the building of functioning curricula, most of

the curriculum-building activities can not be justified financially or professionally.

3. *Curricula should be the practical means of reducing and gradually of eliminating failures.* In a tax-supported school or college instructors can not select their learners, but materials can be selected in terms of what we expect to do for the learners, and, also, in terms of how we expect to use the materials in order that the outcomes planned for the learners may be achieved. If we assume that achievable outcomes can be planned for every learner, we are being guided by John Dewey's principle to the effect that every individual is capable of some kind and some degree of growth and development. Curriculum making then becomes a nurturing program based on the nature of the learner—which means, briefly, that nature is what one is, and nurture is what is done with what one is.

4. *The materials selected for curriculum building should be such as to help the instructors to state specifically the chief outcomes they plan to achieve in terms of skill, technical knowledge, or social understanding which serves to modify the behavior of the learner.* For instance, a builder of vocational curricula remarked: "I can teach a person to become an efficient locksmith, but whether or not he becomes a socially useful citizen depends on what we give him besides the skill and technical knowledge required to make or repair locks; whether he goes out to repair a lock or to pick it will depend on his social understanding."

In the light of this presentation of some basic considerations in the building of vocational curricula at the junior college level, it may be concluded that we face a vital responsibility which calls for the gathering of data in terms of these questions:

1. Where are we now in vocational education at the junior college level?

2. What kind of thinking are we doing about the purposes of junior college education?

3. On what do we seem to be in agreement?

4. In what direction are we going in junior college education?

5. What are the criteria in terms of which we are evaluating the production of junior college education?

In California, the Sub-Committee on Vocational Curricula believes that the data gathered in terms of these questions through a questionnaire developed by the Sub-Committee in appropriate discussion groups and with critically helpful correspondence with interested persons, constitute valuable and practical materials. These materials can be used by the junior colleges cooperatively and separately in building vocational curricula and in implementing them so as to make possible the more adequate equipping of youth with the resources required to enable them to live as socially useful and individually competent persons.

Time does not permit the discussion of the questionnaire or of the introductory statement prepared in connection with it. The introductory statement is designed to furnish common and acceptable concepts in terms of which the questionnaire is to be filled out and the data are to be interpreted.

John Dewey has remarked: "The great scientific revolution is still to come. It will ensue when men collectively and cooperatively organize their knowledge to achieve and make secure human values."

The building of functioning vocational curricula calls for a great scientific revolution. We can move in that direction cooperatively and separately and

achieve some worthy results if we keep in mind that youth must see outcomes realistically if we expect them to put forth efforts with the sustained interest and the enthusiasm required for worthy achievements.

PLACE OF THE NYA *

DR. RICCIARDI asked me to present to you certain ideas which I submitted before his committee on vocational education a week or so ago in California on the role which part-time employment can play in the educational process. Needless to say, I am very glad to have this opportunity.

The premise, or thesis, has been pretty definitely established that one of the more important missing links in sound vocational training is providing the student, while he is still in school, with a valid work experience. The American Youth Commission in its recent report, *A Program of Action for American Youth*, recommends the expansion of the federally subsidized program of part-time employment for the large number of out-of-school, out-of-work young people, estimated by the Commission to be approximately 4,000,000. The American Association of School Administrators in its yearbook two years ago, *Youth Education Today*, talked about the "new 50 per cent" for whom the curriculum was not devised and did not apply. They indicated that a possible solution to the problem of this group was the development of a curriculum consisting of part-time work and part-time schooling. The President's Advisory Committee on Education, commonly known as the Reeves Committee, in its report on the National Youth Adminis-

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tration pointed out that the NYA had educational possibilities not fully recognized by the majority of educators. Your own group, the American Association of Junior Colleges, last year at Grand Rapids, adopted a resolution containing the recommendation that the NYA student aid program when properly administered could be an important adjunct to the vocational training program of the junior college.

So much then for the premise that part-time employment has much to contribute to sound vocational training. It has also been established at this present meeting that the junior college is the logical medium for the development of vocational training for young people. May I submit to you that the National Youth Administration, in its various activities, affords a unique opportunity to demonstrate the actual extent to which part-time employment is an integral part of vocational education.

Before describing some of the activities which the National Youth Administration has developed in California in conjunction with junior colleges, I would like to point out that there are two types of "terminal" student to be considered. I am told I should not use the word "terminal"; let us consider then two types of non-academic student.

First, is the regular high school graduate—the 16-, 17-, or 18-year-old youth. Among the many things that a junior college does for him, one of the more important is to age him—to give him custodial care until he is of labor market age. For this type of student the two-year curriculum is quite satisfactory. In fact, the time may come when the junior college will find it necessary to extend its facilities for three, four, or even five years, to bridge the growing gap between the close of formal high school education and absorption into private employment.

The second type of student falls within the category of the 4,000,000 out-of-work youth discussed by the American Youth Commission. Those 4,000,000 young people are your responsibility quite as much as they are the NYA's. For them, the two-year curriculum is not satisfactory. It is not realistic. For the most part they are through with formal, traditional schooling; they have marked time too long to be satisfied to return to another two years of education. But they do need, and desire, a short term of concentrated training to make them employable in definite areas of mass employment now available. Three to six to nine months are all they need. This is perhaps the compromise you are seeking between statements made by Dr. Rainey and the more traditional thinking in the field of vocational education.

The National Youth Administration in two ways can cooperate with the junior colleges in attempting to meet the problem of these two groups of young people. First, there is the student aid program. At the present time, based on the amount students are on the average receiving per month, the NYA is assisting between 20 per cent and 30 per cent of junior college enrollment. The student aid program, if properly administered, can be an important adjunct to guidance and counselling services, to placement services, by providing a pre-employment work experience, a much needed try-out experience, and finally to develop necessary work habits. It is assumed in this instance of course that the student's educational plan is realistic in terms of his aptitudes, interests, and ambitions.

The more dramatic contribution of the National Youth Administration is probably in connection with the so-called out-of-school projects. In San Diego we have a three-way combination that is hard to beat. The out-of-school project

youth are employed in the city and county shops in San Diego, with emphasis on automotive skills. A special curriculum has been developed just for these boys by the Vocational School, which is classified as a junior college. No other students are in this class, which is based for content on specifications set down by the local aircraft factories and the United States Navy. This three-way combination of work experience, related training, and cooperation with prospective employers makes for an almost 100 per cent placement of the boys. In fact it is difficult to keep the boys on the project the desired length of time, which is six to nine months.

Another project is located at a junior college in a small lumber county. The

curriculum features courses in forestry. NYA boys are assigned on a resident basis to work activities co-sponsored by the college and the State Department of Forestry. The boys are enrolled in the regular forestry courses. There is no adaptation in this case of the curriculum to the youth, who are an integral part of the student life of the college. In fact, of 15 nominees for student body elections, 14 were NYA boys. The turnover into employment in state and federal forestry agencies is gratifyingly high.

These are only two examples of what the junior college and the National Youth Administration can do in a co-operative effort to solve a common problem.

Some Essentials in Student Personnel Work

LEONARD V. KOOS*

IT IS a matter of regret to me that I cannot quite qualify as a "junior college patriarch" in the sense this expression is applied by Dr. Eells in his article in the February *Junior College Journal* on the meeting held in St. Louis in the summer of 1920 at which this Association first saw the light of day. Although I did not attend the meeting, I had by that date developed an interest in the junior college and had begun some small inquiries into its problems. One of the first of these had to do with the concepts of "special purposes" which had been entertained for the new unit by writers on the subject. I had analyzed all published articles on the junior college with a view to identifying recurrent claims made on behalf of the junior college—claims that might be transmutable into the "purposes" of the institution. Recent re-examination of the results of that earlier analysis for evidences of any foreshadowing of the guidance purpose found only a few simple statements to the effect that the junior college offers the prospective student the opportunity to explore, or try out, higher education, in order to help him decide on the desirability of continuing in it. This concept of exploration was a very feeble prototype of present-day conceptions of the function of student personnel service in the junior college.

It is not necessary to tell members of this audience whose memories of the junior college go back two decades that

this conception was no more feeble than the student personnel programs in junior colleges of that day were meager. My extended visits to junior colleges in all sections of the country during the year or two following the making of the analysis just mentioned disclosed promising beginnings in a few places but for the most part little general awareness of the need for student personnel work.

The intervening years have seen a rapid expansion of the guidance concept in the literature on the junior college. The expansion has been reflected in the findings of analyses of this literature made from time to time by students in my courses. The expanding concept has been accompanied by rapidly developing student personnel programs. In 1928 I shared in a modest inquiry into student personnel programs in about 50 public junior colleges in a large proportion of which substantial elements of desirable programs were in operation. In recent months I have been at work on another inquiry, involving some of the same institutions previously represented, and it is clear enough that, while some junior colleges are still lagging in the development of this essential service, many are well on the way to effective student personnel programs. Guidance is now one of the dynamic areas of junior college education.

When the invitation came to speak before this session on the subject of the student personnel program I was at first convinced that I should decline, the basis of the conviction being that there are many persons in the member insti-

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tutions who are much more conversant with this special field from the standpoint of both theory and practice and whose judgments on desirable programs would be much more pointed and useful. After all, I am merely a generalist on the junior college and can lay claim to no expertness in problems of student personnel. However, at the time the invitation arrived I had begun work on a study of the organization for junior college administration to which I am planning to devote some time for a year or more. The organization for student personnel work is an important aspect of the whole problem of administration, and inquiry into it had been included in the plans for the larger study. Further consideration seemed to warrant my drawing briefly from the findings in this aspect of the study, even though as a whole the study is still in its exploratory stages. The findings presented should be regarded as nothing more than tentative, both because the facts of the non-personnel aspects have not yet been brought to bear on them and because they have not been refined and strengthened from observations to be made during visits to junior colleges included in the plans for the complete study. For the most part this paper is restricted to generalization and interpretation, as the detailed evidence will be made available in print when the study shall have been completed.

The schedule used to secure the information was a simple one, calling for items which in most junior colleges would be at hand without special investigation. The first page provides spaces for reporting the full-time enrollment by college years (first and second) and by major curriculum groups (pre-professional, liberal arts, and semi-professional and other terminal) and for checking the nature of the housing of the junior

college in relationship to the housing of the high school. The portions of the schedule concerned more particularly with the student personnel program inquired into (1) the functionaries sharing in the personnel service, with the proportion of time assigned to the work for each, (2) the phases of personnel activity definitely included and the officers responsible for each phase, (3) provision of representative features of the program, such as the course in vocations, the orientation course, and the special personnel record form, and (4) the tests and inventories being used. Because of the anticipated diversity of programs the schedule provided space for report of unusual provisions and patterns of organization and many administrative officers complied with a request to supplement by expository letters the information given on the form.

The findings reported here are based on evidence from local public junior colleges only, although the complete study will include consideration of state and private institutions. The schedules used were those of the first 38 institutions to turn them in. These institutions range in enrollment from fewer than a hundred to more than three thousand students, include the different patterns of organization (as concerns the relationship to high school years), and are distributed to 14 states in the Midwest, South and Far West.

Two simple criteria of the effectiveness of student personnel programs are used in this portion of the study. It is assumed that the effective program will operate (1) to retain students through the junior college period and (2) to distribute students to semi-professional and other terminal offerings. Use of these criteria is amply justified by the trend of discussion concerning public junior colleges, discussion which in-

creasingly assumes that students and society will be best served by maximum retention of students through the first two college years and distribution of a large proportion of students to semi-professional and other terminal curricula.

The specific measure of retention used in this study is the percentage which the second-year enrollment is of that in the first year. This is, of course, not a measure of the actual extent of retention. In all likelihood the percentage thus derived is somewhat smaller than the actual retention, especially in junior colleges which are experiencing rapid growth in enrollment or which maintain standards that reduce the proportions of students that can attain second-year classification. However, the measure may be assumed to approximate the actual percentage retained. The specific measure of distribution to semi-professional and other terminal curricula is the percentage of the total enrollment of a junior college reported to be enrolled in such curricula. Data supplied by the heads of the junior colleges made possible the computation of these measures of retention and distribution for all but a small number of institutions.

Some interest may attach to the measures of central tendency and the ranges of these measures for the group of junior colleges represented. The median of the measures of retention is 58.2 per cent—a little short of three-fifths. The lowest measure found is 35.0 per cent and the highest, 84.4 per cent, the highest being 2.4 times as large as the lowest. The range of the middle fifty per cent is only from 52.6 to 63.5 per cent. The median proportion in semi-professional and terminal curricula is 26.0 per cent, with a range from none to 65.0 per cent. This measure for the middle fifty per cent of junior colleges ranges from 13.4

per cent to 37.2 per cent. The measures of retention and of distribution seem not to be notably affected by size of enrollment, as when they were computed for two groups, junior colleges with fewer than 500 students and those with more than 500 students, the respective medians were not far apart. However, as will be reported later, when the institutions are grouped by type of organization in relation to high school years, important differences in the measures are disclosed.

Mention has already been made of the fact that the schedule used in the investigation ascertained the types of functionaries sharing in the personnel service and the portion of each officer's time assigned to the work. Several types of functionaries, such as dean of men, dean of women, and director of student personnel, were listed and space provided for naming less common functionaries not listed. From the information supplied it was possible to determine the number of different types of functionaries provided in each junior college and to inquire for the whole group of institutions into the relationship of the number of types to the two criteria of percentage of retention and the percentage in semi-professional and other terminal curricula. The increase of these percentages with increase in the number of types is small—so small as to raise serious question of the importance of merely making additions to a small number of types of functionaries.

The schedule asked for the portion of each functionary's time, as one-fourth, full time, etc., assigned to personnel work. From the answers it was possible to compute the equivalent in full-time workers of the personnel staff. Division of the total enrollment by the equivalent in full-time personnel workers yielded a student adviser ratio. Although the

concern here is with the relation between these ratios and retention and distribution of students, it may be noted in passing that the median ratio was 277 and that the ratios tended to be higher in the larger institutions. The anticipated relationship of an increase in percentages of students retained and in terminal curricula with decrease in the student adviser ratio does not emerge in any manipulation of these measures and there appears to be no consistent relationship of any kind between the ratio and the two criteria. The speculation stimulated by this disconcerting finding leads to the suspicion that the reports of portions of functionaries' time officially assigned to personnel work are not accurate indications of the time actually devoted to it by them and that varying amounts of guidance are being carried on by other persons without formal assignment to the work.

The rather negative finding just reported prompted inquiry into several other possible organizational relationships, one of which points to significant influence on at least one of the two criteria. Examination of the schedules found a number of junior colleges with responsibility for important distributive aspects of student personnel service concentrated in one functionary or at most a small number of functionaries known as directors of student personnel, deans of guidance, counselors, or psychologists. Typically these functionaries have large fractions of or all their time set aside for this specialized activity and their institutions may or may not have also the less specialized functionaries who are chiefly instructors but who are expected to devote small portions of their time to advisory activity. Median percentages of retention and distribution of students were determined for this group of institutions and for the

junior colleges assigning large numbers of the teaching staff to advisory responsibilities with minor or negligible allowances of time for the work. The difference for the percentages of retention was small but for the percentages in terminal curricula large and significant. The conclusion here seems to be that concentration and specialization of student personnel service are essential to effective functioning of the program.

The schedule listed a number of phases of student personnel work and the respondents were directed to indicate which of them were "definitely included" in the program of guidance. The phases are classifiable into two main groups that may be referred to as mainly *adjustive* and *distributive* phases. The *adjustive* phases include "oversight of social conduct," "supervision of student activities," "personal adjustment," and "guidance concerning quality of work." The *distributive* phases are "curriculum counseling," "vocational counseling," "placement service," "employment supervision," and "administration of tests for guidance." Except for the phase last named, which may have meaning also for adjustment, the second group has to do chiefly with distribution of students to educational and vocational opportunities.

All but a few of the whole group of junior colleges were claimed by the respondents to be carrying on all the *adjustive* phases of guidance and it was therefore impossible to investigate the extent of influence of these phases on the two criteria. A somewhat smaller proportion were reported as carrying on the several *distributive* phases. However, when investigation was made into the influence on the percentages of retention and distribution of the number of *distributive* phases claimed, no consistent tendencies to differences in the percent-

ages were found. A slight tendency toward differences was found when the influences of individual phases, in particular, the placement phase, were investigated but the differences in favor of institutions claiming to be carrying them on as compared with those not claiming them were not large enough and consistent enough to warrant assurance of significant differences. The obstacle to differentiation on the criteria of the institutions reported and not reported to be carrying on these distributive phases may be the variation in the degree of emphasis on the phases, as some institutions may be claimed to be carrying on a given phase, like placement or employment supervision, when attention to it is merely occasional or incidental, while others may be rendering the service regularly and systematically. Further investigation will be required to establish or disestablish the influence.

As previously stated, the schedule inquired into provision in the junior colleges of certain "features" in the student personnel program. The features listed were the course in vocations, the orientation course, the how-to-study course, freshman week, survey courses, a special student personnel record form, and the guidance clinic. Investigation of the relationship of the number of these features provided to the percentages of retention and distribution to terminal curricula yields the tentative conclusion that the more of the features that are provided the better are both retention and distribution. Investigation of the relationship for certain individual features provided with greater frequency than others, namely, the course in vocations, the orientation course, survey courses, and the special student personnel record form, indicates a favorable influence on the criteria for all except the last feature named. The proper con-

clusion here may not be that the individual features themselves are so important as that the provision of the features is symptomatic of a type of emphasis that is effective and desirable.

The measures on tests and inventories reported as being regularly used or as available for some students range through a great variety. The measures most frequently available are derived from the American Council Psychological Examination, an intelligence test administered at the high school level, vocational interest blanks, personality inventories, reading tests, and study habits inventories. The number of different tests and inventories for which measures are reported as available ranges from none to nine. Inquiry into the relationship between the numbers of measures and the two criteria finds a marked positive influence both on the percentages of retention and of distribution to terminal curricula. The influence is one of the most indubitable in the whole array of provisions investigated. The tabular distribution does not seem to suggest that the mere addition of more measures will further increase the percentages. Investigation must still be made into the most influential pattern of measures, but one may at least venture the hypothesis that the most useful measures might include such as are derived from a college aptitude test, a high school intelligence test, a reading test, an interest blank, a personality inventory, and a study habits inventory. Of these, the measures of college aptitude, high school intelligence, and reading are most often regularly available and the others are available for some students "as needed."

It remains to consider the possible influence of varying degrees of relationship between the student personnel programs in the two college years with

those in high school years on the percentages of retention and of distribution to terminal curricula. Preliminarily, it is desirable to indicate the status of housing of junior college years in relation to the housing of the high school years below, because of the possible effect of proximity in housing on the degree of vertical integration of personnel programs. Respondents were asked to indicate which of five statements included in the schedule most nearly characterizes the housing of their junior colleges. The five gradations of relationship in housing listed were as follows: "1. Entirely separate from high school on separate site." "2. Entirely separate from high school but on same or adjoining site." "3. Partly in separate buildings and partly in buildings housing a high school." "4. In a separate wing or on a separate floor of same building or buildings." "5. Combined and cooperative use with high school years of same building or buildings." The largest frequencies of checking for these characterizations were for the first and last, that is, "entirely separate" and "combined and cooperative use," although the number for the last was a little larger than that for the first. However, an even larger total number were distributed to the three intervening characterizations. These facts indicate that in the great majority of cases there is close physical proximity of the housing of junior colleges and high schools, a finding predictive of possibilities for the integration of personnel programs at the two levels. It will be well to recall here, also, that the junior colleges represented are without exception parts of local school systems.

Statements of the relationship of junior college student personnel programs to those maintained in high schools of the same systems which respondents were

asked to check are as follows: "It is entirely independent of the guidance program in school years below." "It is independent in control but works in voluntary cooperation with the program in the school years below." "It is a part of a unified and coordinated program operating in both college and high school years with common direction extending through junior college and high school." "It is part of a unified and coordinated program operating through elementary school, high school, and junior college years." The most frequent relationship reported is the second, "independent in control but works in voluntary cooperation," but the first and third also are reported with considerable frequency.

Comparison of the degree of separation in housing with the extent of integration of personnel programs shows what many persons might anticipate, namely, that in junior colleges separately housed the personnel program is typically reported as being "entirely independent" and that where housing is reported as "combined and cooperative use" of the same plant the extent of integration is typically reported as "unified and coordinated" either through high school and junior college years or through the full vertical scope of the school system. There are, however, a number of exceptions, some in the direction of independence of personnel programs even with common housing for junior college and high school years and others in the direction of integration notwithstanding separate housing.

A point of inquiry in the schedule, answers to which bear on the extent of coordination of junior college and high school personnel programs, related to the school grade or college year in which the student first plans his junior college curriculum. Responses indicate that in

about half the institutions first plans are made in the first college year. In the remaining half the students make these first plans in some high school grade, usually Grade XI or Grade XII, although certain institutions report that some students make their first plans in Grade XII while others make them in the first college year. It may be pointed out in passing that these first plans are seldom made before the first college year in junior colleges separately housed but that they are usually so made in junior colleges reporting combined and co-operative use with high schools of the same plant.

With these facts before us it is appropriate to report that the time of first planning of the junior college curriculum by students is significantly related to percentages of retention and of distribution to terminal curricula. The median measures are notably larger for junior colleges for which first planning takes place before the first college year than for junior colleges in which it takes place in the first college year. Similarly, they are notably larger for junior colleges reporting the varying degrees of integration of the personnel programs than in junior colleges reporting the relationship as one of entire independence. The measures of retention are significantly higher even when only a single item of cooperation is considered, like transmittal to the junior college by the high school of a measure of the students' intelligence, like the intelligence quotient.

The two measures used as criteria tend to be highest in those junior colleges which extend through four years by operating the last two high school and the two junior college years as a single educational unit. The explanation of the larger measures for this group appears to reside in unified per-

sonnel programs extending over the four-year period, programs that typically introduce into Grades XI and XII features usually reserved for the first and second college years in the two-year institutions. Among these features are courses on vocations, orientation and survey courses, and the administration of various tests and inventories.

These findings concerning the greater effectiveness of a vertically coordinated student personnel program may or may not be acceptable as considerations in support of the plan of organization involving a four-year junior college. It is not for their bearing on the desirability of a new plan of school organization that they are presented here but rather for their meaning for the organization of the personnel program itself. That meaning is clear: persons in charge of junior colleges separately housed and at the same time parts of local school systems should take steps to work out cooperative personnel programs with the high schools below, and persons in charge of junior colleges housed in whole or in part with high schools should abandon the belief, if they hold it, that there is virtue in independent personnel programs and should work toward co-operative programs comprehending high school and junior college years.

With the findings of the study before us we are in a position to recapitulate certain of the essentials in the organization of an effective junior college student personnel program. One of these essentials seems to be that, whatever other functionaries in guidance it may be deemed advisable to provide, responsibility for development and direction of the program should be centralized in a specialist who is assigned a large portion of or all his time for the work. The program should also include features aimed at giving the student some knowl-

edge of vocational opportunities, the understandings usually designated as orientation, and some overview of the diverse fields of learning. In addition, there should be available concerning students the information derived from tests of college aptitude, or intelligence, reading tests, interest blanks, personality and study habits inventories, and the like. Finally, the program should not be one developed in junior college years only but a well coordinated one extending through high school and junior

college years. These essentials are indicated by their influence toward meeting the two criteria of retention of students through the full junior college period and of distribution of students to terminal curricula. It is likely that other criteria would aid in identifying additional essentials of the program and it will be well to bear in mind that the findings are only tentative and subject to modification or displacement by completion of the study from which they have been derived.

Greetings From the 1920 Group

F. M. McDOWELL *

WE FIND ourselves somewhat in doubt as to just how to accept this title "patriarchs." The gentlemen among the guests of honor wish me to make it clear that they have not had time to grow long, flowing beards, and the lady members of our group rather resent the implications of the title.

One would be something less than human if he did not feel a sense of pride upon hearing such kind words of introduction and upon being invited as a guest to such a wonderful banquet. Then too, being Scotch, the "free" part of this affair is especially agreeable. One feels a greater pride, however, in being a member of such a distinguished company as is being honored here tonight, but more than all else as a source of satisfaction is the suggestion that we may have had some small part in launching a movement that has now attained such magnificent proportions.

It is presumptuous to attempt to speak for the 1920 group. Only a few of them are able to be present and we have had no opportunity to ascertain their wishes in the matter. A recent study made by Dr. Eells reveals that of the original 34, five are deceased, four retired, seven have not been located, three are in church work, two in business and 12 are active in educational work.

Called by Dr. George F. Zook, who is our guest of honor tonight, and under his able leadership, the junior college gathering of 1920 made history. Its

proceedings are a matter of record. Again, since we are merely human, we will be pardoned for pointing with pride to that record.

The first great surprise of a "patriarch" who may not have kept in close touch with the junior college movement, is the story of its rapid growth.

In 1920	In 1940
175 schools	575 schools
10,000 students	197,000 students
3,000 instructors	12,000 instructors
34 registered	555 registered

In 1920 the schools represented were more or less isolated units, strangers to each other, with very little in common. There was no organization, no central office, no dynamic executive secretary, no *Junior College Journal* and very few studies in the field. At that time the term "junior college" was unknown in many sections. When the school which I represented asked to be accredited a junior college in 1914 we were told by the state university, "There ain't no such animal." Today that state reports 34 junior colleges.

The two meetings do, however, have much in common—so much so that we have felt very much at home here. In each there was evidenced a marked devotion to a cause and sincere conviction. In each a determination to balance such with scientific study and objective analysis. Many of the problems which we have discussed here were anticipated in 1920. We talked about accrediting, scholastic standards, the relationship of the junior college to a university, completion or terminal courses, finances, the underprivileged student, and about the

* General director of religious education, Reorganized Church of Latter Day Saints, Independence, Missouri.

need of discovering the real place of the junior college in our educational system. There was present in 1920 what may be called a "prophetic faith" that the junior college was here to stay.

I am sure that my colleagues will join with me in congratulating the officers of this association, both those who have held office during the intervening years and our present splendid group of leaders, for the outstanding progress that has been made in the field of our common interest, for the excellent organization of this convention and for the ambitious projects which they have mapped out and undertaken. We wish to join in expressing our sincere thanks for the thoughtfulness and generosity which has characterized this meeting in our honor.

Our greatest satisfaction comes in be-

ing permitted to share with you the privilege of looking ahead to the solution of perplexing problems and the attainment of greater goals. May we dare to suggest that there shall be required in the future a balance of idealism and scientific fact, the courage to pioneer and the willingness to get down to brass tacks. Your leadership, your manifest interest and devotion to the cause, your carefully planned and conducted research and your presence here in such large numbers clearly indicate that you will not fail in these respects.

We are not able to convey in words our gratitude for this honor and therefore ask for the privilege of measuring our appreciation with deeds as we lend our continued support to the American Association of Junior Colleges and to the movement which it so ably fosters.

Greetings From United States Office of Education

RALL GRIGSBY*

FIRST OF ALL I desire to convey to you the very genuine regrets of Dr. J. C. Wright that he should be unable personally to be present tonight to extend greetings to you from the United States Office of Education. Dr. Wright, as you perhaps know, is keenly interested in the progress of the junior college movement in this country—an interest which dates from the days when this Association had its birth under the inspiration of Dr. Zook, then Chief of the Division of Higher Education in the United States Bureau of Education. More recently that interest has taken more tangible form in the services which Dr. Wright has rendered as a member of the Commission on Junior College Terminal Education of the Association. He asks that I extend to you his personal greetings upon this occasion and explain that nothing but the necessity of remaining near the Capitol in order that he might be available for imminent and important budget hearings would have prevented his being present.

That I am glad of this opportunity to extend official greeting on behalf of the Office of Education to the American Association of Junior Colleges upon the occasion of its Twentieth Annual Meeting goes without saying. Nevertheless, I'm glad to be here to say it! Greetings from the Office of Education—from Commissioner Studebaker, from Dr. Kelly, and from all the other members of the professional staff.

Greetings and congratulations! Con-

gratulations first upon the steady and substantial progress which the junior colleges of this nation are making—reflected in the three-fold increase in number of colleges, and in the twenty-fold increase in student enrollments over the period of twenty years since the birth of this Association.

Congratulations also upon the portents as to the continued and accelerating growth of the movement in the years which lie ahead. Permit me briefly to mention one or two of these indications. For two decades the age of employability has steadily risen—until now young people under 18 or 20 years of age have increasing difficulty in finding employment; many factors are responsible for this trend—among others: refinements in employment standards for industrial and commercial pursuits, increasing adult unemployment, and the recognition of a need for a higher level of general education demanded by the complexities of modern civic and social life. The Federal government has rather tardily recognized this trend toward a higher age of employability for youth and has sought to assist in meeting a critical depression situation by setting up new instrumentalities, such as the CCC and the NYA, with which to deal with the so-called "emergency." Slowly, the idea has begun to dawn in some quarters, however, that this may not be a temporary "emergency" at all, but rather the culmination of a trend long evident, a trend which bids fair to continue for some time to come.

It has followed in the thinking of a

* United States Office of Education, Washington, D. C.

growing number of people that the investment of public funds for the further education of young people denied access to the labor market might be socially more profitable than merely to create "made-work" for them. That this is in line with the desires of parents and the young people themselves is evident from the upward curve of secondary and junior college enrollments during the last decade. Thus these young people have sought to secure the further education and training which they believed would stand them in good stead in undertaking the responsibilities of civic and occupational life in today's competitive world. And thus the public junior college has more and more frequently become "the people's college," offering terminal general and vocational courses. The addition of terminal vocational courses in many a junior college has come in response to the needs and desires of young people themselves who have sought to cap a more extended period of general education with a more specific vocational education. Until today I understand it is estimated that from one-third to one-half of the course registrations in the 575 junior colleges of the country are of the terminal vocational sort. There seems to be little doubt in the minds of those who have studied the question that the vocational

aspects of the junior college curriculum will be given still more emphasis in the years which lie ahead.

It is significant moreover that public junior colleges have in some states become the strategic centers for the reorganization of areas of school support and instruments for the further equalization of educational opportunity at the secondary level. This trend, accentuated by the experiment of NYA Student Aid in making high school and post-high school education available to many needy youth, may well have become established as a national pattern and expanded in the years ahead by means of the further development of cooperative programs of work and study, under both public and private auspices.

In these trends and others affecting the junior college movement and its relationship to the future of secondary and higher education in the United States, the Office of Education is vitally interested. And it is anxious to be of help in any and every practicable way in furthering a movement which promises that youth in America shall have in the days ahead more nearly equal opportunity than ever before to secure the sort of education which will be of assistance both in earning a living and in living a life.

Greetings From Association of American Colleges

GUY E. SNAVELY *

ON BEHALF of the 555 liberal arts colleges who hold membership in the Association of American Colleges, it is a privilege and a pleasure to bring greetings to the 355 members of the American Association of Junior Colleges at this celebration of the twentieth anniversary of its organization. I feel it a personal pleasure to renew friendship and pay compliments to the two veteran officers of the junior college association with whom I labored a number of years as fellow officers of the Southern Association of Colleges and Secondary Schools. Pleasant indeed was the fellowship I had as Secretary-Treasurer of the Southern Association when your convention secretary, J. Thomas Davis of John Tarleton College, was its president. The other veteran, Doak S. Campbell of George Peabody College, has been a very cooperative laborer in the work as a fellow commissioner in the Southern Association. The record shows that these two men have been indefatigable in their services to the advancement of the cause of the American Association of Junior Colleges.

* Executive Director, Association of American Colleges, New York City.

Most phenomenal indeed has been the growth of the junior college movement in the twenty years since the association was organized. This can be more readily appreciated when it is realized that so many more boys and girls are graduating from standard high schools than did a generation ago.

With the time lag for obtaining employment in industry, the indications are that there will continue to be an increasing number of young people going to college in the immediate future, although statistics indicate that our national population has about reached its maximum due to curtailment of immigration and to a decrease in the birth rate.

Felicitations are in order for the recent grant made your association for the intensive study of the present and future curricular programs of the junior college. All educational leaders will be interested in the results of this study. Felicitations are in order also on the appointment of such a distinguished educator as Dr. W. C. Eells to be the Executive Secretary of the American Association of Junior Colleges.

The Drama As Education of the Emotions

MAUDE ADAMS *

WHEN President Wood was good enough to ask me to come to Stephens College I told him quite frankly that I was not very keen about a school of acting—I thought that children could waste such a lot of time in it; for one girl who was gifted there might be a dozen who were not. He said that while he wanted a school of acting for the girls who had talent for acting, he wanted all his girls to learn something about their emotions and he thought that could be accomplished through the study of plays. That presented a most enchanting problem. And here I am.

A wise man of France once said, "It is the mission of all art to cultivate and refine the senses and the emotions." It was well to have it stated so definitely; for to most of us art is apt to mean the superficial cultivation of taste. But its mission is nobler; it goes to the roots of taste; it cultivates the senses and the emotions, that which religion does in a deeper degree. So art is not merely a decoration, an embellishment; it is something vital. Its business is to train the most delicate attributes of human kind, the senses and the emotions; and in this service among the arts an actor feels that the drama of the theatre takes first place. There is a long tradition for this. The church was the first to recognize the need of controlling the emotions, and it used the drama to impress its lessons upon mankind. An acted play, instinct with life, stirred the imagination and the emotions common to human

creatures. The drama was a part of religious ritual. All the great art of the early centuries in painting, sculpture, and architecture was inspired by religious faith. Religion and art were seeking the same end—the refining of man's emotions.

In modern life we train ourselves to think, forgetting that emotions are beyond thought and that our emotions have supreme authority over us, forcing our lives into channels we never have charted. Today we are appalled at the power of emotion by which the dictators of the world sway huge masses of people who have never learned that while emotions are the great driving power in life, they are at the same time the greatest danger in life.

Not long ago it was considered unladylike to have emotions; if a female were so unfortunate as to have them they were to be ignored and forgotten. Just now there is a great turning of attention to the emotions, and young people are learning to respect them.

I should like to stress the satisfaction and pleasure it has given me to see this trend in schools and colleges toward the producing of the great plays of the past: for of all the arts, that of the theatre deals primarily with the emotions.

The power of the drama to develop young minds and young emotions is not used, it seems to me, with sufficient confidence. And for fuller understanding of the emotions I want to make a plea for a more thorough training in the great plays of the past. It is the province of great plays to show us great

* Professor of drama, Stephens College, Columbia, Missouri.

emotions—to teach us to recognize them and from them to fix our standards.

The young people of today have no way of knowing the great plays which have come to the world through the theatre unless they study the plays in school and college. It has been an inspiration to see the trend in modern teaching harking back to the method of more than 2000 years ago and to find psychology taught through the medium of plays and acting. We may *read* plays, but the only way to know a play is to act it; a play does not become alive until we put ourselves into it and make the great effort to delineate its characters. Let the young people know how to read Shakespeare, how to read Euripides, but more than all, let them learn to *feel* with these great men. Let them learn to measure their emotions by these great men. I would beg young people to know the great poets; what some of them have to tell us has been worth preserving for more than 2000 years.

The great men show emotions greatly. They teach us that emotions are just as

universal as life itself. Theoretically we recognize their importance but practically we make very little effort to train young people to prepare for the emotional crises in life which are bound to come.

Young people are sure that their experiences have never come to anyone else in the world; the gray-beard knows that these same experiences come to everyone. The great dramatists can tell the young people of every sort of crisis, no matter how complicated; and they are far enough away not to seem prejudiced, as fathers and mothers must often seem. They give the traditions of these emotions, and in studying plays, tradition holds its accustomed high place. We cannot safely throw away the lessons of tradition—the evidence of hard-won experience. There may be experiment in the manner of teaching, but seldom in the matter. The great plays of the present may be seen in any of our large cities; but for the great plays of the past, the young people must depend upon you.

The Past Twenty Years—The Next Twenty Years

GEORGE F. ZOOK*

IT WAS a brave band of pioneers that set out now nearly twenty years ago from their comfortable homes in various parts of the country for the Jefferson Hotel in St. Louis, Missouri. Brave, first of all, because St. Louis put on one of its inimitable examples of hot, muggy weather, the like of which one can seldom find in any other part of the country. Fleagle from Alabama, Raymond from Mississippi, and Humphreys, Bowman, and Winfield from Texas mopped their brows, sitting alongside Bolcom, Shumway, and Buenger from Minnesota, and MacKenzie from Michigan. Brown and Smith from Illinois, being heavy-set men, were in considerable distress. Noffsinger, being a quiet gentleman from the hills of Virginia, didn't say much but thought a great deal. Those from Missouri, Bainter, Harman, Hill, Lee, Loomis, Million, Miss Reid, Serena, Stephens, Miss Templin, and Wood, pretended not to be annoyed, but the rest of us had a deep suspicion that they would have apologized to the visitors for the weather had they not been too proud to do so. I can't remember what Love from North Carolina, Wyman from Tennessee, Thompson from Arkansas, McDowell from Iowa, and Ryan from the *New York Evening Post* thought about the matter. Hawkins, being a field secretary for one of the St. Louis universities, could explain anything and was anxious to come to the rescue of his sizzling city but upon a little reflection realized that he could not put anything

over on a bunch of junior college presidents and so refrained from attempting to do so.

I mention this important aspect of the St. Louis conference because so far as I know it has not hitherto been recorded. Its importance cannot be overestimated because having been reduced to something like a common mass by the heat we were naturally all of one mind. No one in the conference had the energy to object to anything on the program, including the report of the committee which recommended the formation of a new educational organization to be known as the American Association of Junior Colleges. You are entitled to this explanation as to the manner in which this organization got under way.

I have always assumed that one of the most unforgivable sins which could hardly be cleansed in purgatory was to be present and in any way to participate in the formation of a new educational association. The amount of time and energy wasted in attending educational meetings and associations is nearly as great as in the WPA. In some ways the situation is worse because everybody expects that something can be done about the WPA, but I have never heard anyone express any hope of stopping an educational association once it gets under way.

But seriously, for me to say that it is a great pleasure to be among you this evening and to participate in this very interesting occasion would be putting it much too mildly. There is indeed no adequate way in which I can express my

* President, American Council on Education, Washington, D. C.

feelings tonight. You must take much for granted that cannot be translated into words.

A few moments ago I spoke of the pioneers who were responsible for the beginnings of this association. Even before them there were, of course, prophets who had ventured into the educational wilderness and who had returned telling great tales of the potential educational wealth of the unknown land lying all about if only timid souls would venture to follow them. I refer, of course, to Harper, to Jesse, to James, to Folwell, to Lange, and to Angell. These men had a clear vision of what might be attained in the promised land, in part out of their knowledge of the long experience of European countries in the organization of education, and in part out of their own particular university problems. For the most part, however, they were as voices crying in a wilderness. Men honored them for their vision but at first only a few were willing on the one hand to undertake the grueling task of fighting the educational Indians who had possessed the land for many generations, while on the other they labored to build an educational log house which would truly be indigenous to the soil and serviceable to American education. Hence, while venturesome souls in various parts of the country had established junior college outposts in Missouri, Texas, Virginia, Illinois, Michigan, Minnesota, and California, it cannot really be said that there was a junior college movement in this country until the Junior College Association, powerfully reinforced by General Koos and later by Colonels Eells and Campbell, organized the brave but struggling frontiersmen into an army which ever since has been gathering recruits on all hands and has even stormed its way into the New England citadel. You will no-

tice that I refer to these latter three gentlemen in military terms rather than in religious ones because I assume that like saints a prophet has to be dead for quite a while before he is accorded this merited recognition. I need not tell you that these three gentlemen are very much alive. Hence I hope we don't have to call them prophets for many years yet. There are a few battles yet to be fought and we may need them sorely.

And so the past twenty years have been glorious years because they have been filled with adventure in education. Faith rather than mere knowledge has inspired action. Each new conquest has opened up visions of usefulness to the junior colleges little dreamed of in the beginning.

As we stand here tonight we are tempted, as is always the case, to count the victories in terms of the phenomenal increase in the enrollment and teaching staff of the junior colleges or in the growth of membership in the Association. These are evidences of great achievement which we are all happy to share with you.

But the real achievements of the past twenty years are not measured in quantitative terms. They are more fundamental in character. They consist in having educated the educational profession and the general public to the acceptance of a number of educational concepts which serve as a sound basis on which to build the structure of American education. It would be foolish to assume that these concepts are now so generally accepted as to excite no opposition, because, as always, sound ideas like any virtue have to defend themselves in every succeeding generation.

With your permission I should like to enumerate a number of these concepts in education which owe them-

selves in varying degrees to the junior college movement:

1. The first two years of the present four year liberal arts course of study represents largely the completion of a general secondary school curriculum.

2. Terminal curricula beyond the secondary school which fit young people for vocational responsibilities, including home-making, have been made necessary by the increasing complexity of modern industrial, commercial and social life.

3. With the growth of centers of population it is both economical and socially desirable to provide two additional years of education beyond the high school for a large proportion of young people while they live at home.

4. Universities should emphasize and largely confine themselves to advanced, graduate, and professional education, leaving the first two years of the present undergraduate curriculum to the colleges and to the junior colleges.

This is by no means an exhaustive list but it is easy to see its manifold implications for the organization, content, and support of American education. The fact that these ideas are widely accepted and that they are gradually transforming our educational system is a tribute to the virility and soundness of the junior college movement up to the present time. All those who have in any way contributed to its development are entitled to a justifiable pride in the accomplishments of the past twenty years.

But the Junior College Association is only a lusty youth in the educational family which will shortly celebrate its twentieth birthday. Full of vigor and dreams, it is naturally more interested in its future than its past. But like all youth at this the critical age in life, it may realize its opportunities and re-

sponsibilities and so turn out to be a source of pride to the fond family and friends; or, unfortunately after so brilliant a beginning, it may prove to be unequal to the challenges of the present day and so gradually fritter away its chances of educational leadership.

How reassuring it is, therefore, at this critical stage in the development of the junior college movement that the Association should have this marvelous opportunity, already known to all of you, to take stock of what has gone before and to make plans for a concerted attack on the most important junior college problems of the future. It is well indeed that you have been presented with this period for thoughtful soul searching and preparation because I am quite convinced that the years ahead will try the courage and the vision of the junior college leaders and administrators and will test whether they are equal to new responsibilities that not even the junior college prophets a generation and more ago, with all their insight, were able to discern in the unfolding era now upon us.

In his address before that first conference of junior college representatives twenty years ago, Dr. P. P. Claxton, then United States Commissioner of Education, called attention to the fact that owing to the rapid high school enrollment there were then over two million young people in high school. Even with so marked an increase he raised skeptically the question as to whether we could expect an increase of 200 per cent in college enrollment. Well, it is interesting to note that in these brief but swiftly moving twenty years the high school enrollment is more than three times what it was in 1920 and the college enrollment 2.4 times as great. Approximately two out of every three young persons of high school age are now enrolled in high

school, and one out of every six in the age group is enrolled in the first year of college. In the second year the percentage is smaller.

A whole series of social changes have thrown responsibilities on the educational system never anticipated until they were fairly upon us. The youth population is rising to a peak in numbers at the present time, as compared with the remainder of the population, thus producing an unusual competition for jobs or a great strain on the educational facilities. Machines now do the work formerly done by thousands of men in an industrial plant. Due to economic competition, child labor laws, and the raising of the compulsory school age, the employment of young people in industry and commerce has steadily been decreasing in recent decades, leaving young people no alternative except school or the street. There are now 3,500,000 young people between the ages of 16 and 24 who are neither at work nor in school. More people live longer and therefore remain in competition with the youngsters or are an economic burden on society. Public welfare provisions, including relief, old age pensions, and unemployment insurance, are now in active competition with education for public funds. Increasing income and inheritance taxes have seriously affected gifts of wealthy people for the support of privately controlled educational institutions. Even the values of present endowments have been in effect cut by a fourth or a third as a result of the decreasing rate of income on various forms of investments. The traditional curricula in high school and junior colleges have proved entirely unsuited to a large proportion of the new mass of young people who have been driven, through force of circumstances, into our classrooms. The diverse character of modern

industrial employment with its large proportion of repetitive jobs requires a reorganization of our program of vocational education. Economic circumstances and a natural desire to be of use in the world point clearly to the necessity of a combined program of work and study for a large proportion of youth, but so far only the Civilian Conservation Corps and the National Youth Administration see the vision.

One could extend this list of implications for American education growing out of recent economic and social changes very much longer. What must seem clear to all of you is that they all converge on that age group in the population with which the junior colleges are concerned. High schools will need a certain amount of reorientation and reorganization, but with their extensive facilities they are in a fair way to do so. Not so with the post-high school period. To be sure the traditional college will take care of a small proportion of the youth population who are inclined or who can afford to go on for an undergraduate degree, including those who later enroll in professional or graduate schools. These young people are tremendously important in the development of American life and I would be the last in any way to underestimate their contribution to our social welfare, but after all they still comprise a relatively small proportion of the age group to which they belong. The bulk of the problem lies squarely in the junior college field.

What the junior colleges need to do in order to tackle the educational aspects of this tremendous youth problem constructively challenges both one's imagination and one's courage. But I am convinced that unless you people rise to the occasion it will be undertaken in other perhaps less desirable ways. I am going

to be bold enough to make a few suggestions as to what needs to be done.

1. Junior colleges should conceive of their field of effort as including the educational needs of the entire youth population, particularly those 18 and 19 years of age. Once such a philosophy is accepted the present traditional curriculum leading on to the completion of an A.B. degree will become only a small part of the total program—though a very important one. Alongside it and far exceeding it in numbers will be terminal curricula in various vocations, including homemaking, and in general education as a preparation for social life and the realization of one's own peculiar interests and abilities.

2. Such junior colleges supported from public funds should be integrally connected with the secondary school system so as to represent a natural extension of secondary education. We have done a lot of talking about recognizing junior colleges as the culmination of the secondary education and done very little about it.

3. Cooperative programs of part-time education and part-time work should be extensively organized with local industries and commercial establishments on the one hand, and with public agencies, including the NYA, on the other. No one can ever teach in the four walls of a classroom many of the skills, values, and lessons in life that are learned on a job. On the other hand, schooling has meaning only in terms of practical experience. To be most effective they should be combined and not separated into two unrelated experiences.

4. Each state should provide for a system of junior colleges, each of which would be attached to a local cosmopolitan high school. Such a system should be supported in part by the state, in part by the local school district, in part by

tuitions for non-resident students paid by the students' home district, and in part by student fees comparable in size to those paid by students who attend the state institutions of higher education. So long as the state pays the expense of junior college education at the state university or the state teachers' college, there is every reason why it should also participate in the expense of local public junior colleges which operate on the same level. This argument is all the stronger where states contribute to the expenses of local public schools, including the high schools, as they are doing increasingly. The present method of financial support for public junior colleges is, except in California, a hodgepodge of legislation which is decidedly unfair to the junior colleges, and which has operated to hold back the progress of junior colleges to the detriment of public welfare.

5. Junior colleges, whether publicly or privately controlled, should become cultural leaders on a broad front in the communities in which they are located. The average American city is of comparatively recent growth. It is a drab place, often filled with cheap advertisements, decaying buildings, over-head telephone wires, scraggly vacant lots, inferior movies, and a whole host of other cultural deficiencies not visible to the physical eye, which regularly assault one's good taste and sense of beauty.

Frequently we forget that in most of the centers in which they are located the junior college represents, or should represent, the highest expression of intellectual, esthetic, and cultural life in the community. The junior college should then recognize its responsibility as the educational and cultural leader of the community. It should, for example, offer facilities for the development of musical talent and arrange for musical concerts.

It should assist in bringing provocative speakers to the city. It should organize a program of classes, public forums, and discussion groups for adults in the afternoon and evening. It should stimulate the formation of clubs for the study of literature and art. It should assist in making wholesome recreation facilities available. In other words there are innumerable soul satisfying things to do in life besides playing bridge which the average individual yearns to do if only those who presumably occupy places of intellectual and cultural leadership have the courage and insight to undertake them. The result will be a better place in which to live and incidentally a more enthusiastic support for the junior college.

6. Study your own problems in the light of the national situation. I rejoice with you that a comprehensive exploration of the junior college situation is about to get under way. I hope that it is only the forerunner of a longer period of intense self-examination. But if this study is left to Dr. Eells and his staff and to the sponsoring committee, no greater mistake could possibly be made. Already too many junior colleges are content to do the traditional things. Not a very large proportion of them, I am convinced from observation, are really aware of the swiftly moving social currents which sweep in and around them. Hence this exploratory study from national headquarters should be accompanied by a specifically organized local study in each and every junior college for the purpose of cooperating most effectively with the national study on the one hand and on the other of discovering those elements in the local situation which will enable the college to formulate and carry through the most effective program.

7. And finally, I wish that somehow I could lay a special sense of responsibility on the teachers of the junior colleges. Is it not true that they deal with young people at the most critical period in their lives, when they are subject to a complex succession of motives, aspirations, urges, and hopes? Yet in most instances they have little more background and specific preparation for understanding the significance of these problems to individual students than more or less casual observation and an untrustworthy memory of their own more youthful years. It is in no sense of the word professional nor is it scientific.

Mrs. Esther Lloyd-Jones, in an unpublished manuscript, "College Students and Social Competence," wrote:

"G. Stanley Hall's efforts in the last generation to study adolescents succeeded in opening up a new field of psychological interest, but had little effect in encouraging college professors generally to learn and apply the increasing knowledge of adolescents' characteristics."

Is it not true that most young persons are sorely troubled about their future vocation in life, yet what junior college instructor is professionally prepared to advise them? Is it not true that young people trustfully assume that by enrolling in a junior college they will be helped along effectively from a high school experience perhaps to an appropriate university course of study, yet how many junior college instructors are broadly educated in the functions, organization, and procedures of the educational division from which they receive their students and to which they send a substantial portion of them? Most college instructors could benefit a great deal by a little education about education. Finally, it is universally accepted that one of the primary responsibilities of a junior

college is to turn out good citizens, and yet is it not true that a substantial proportion of a junior college faculty never come into intimate contact with the critical points where citizenship problems get settled—in the city hall, the city council, the chamber of commerce, the county court house, the primaries, the relief agencies, the office of the local newspaper editor, the highway department, and the state legislature?

I am pleading for more junior college faculty members who are not only competent in some chosen field of subject matter but who are also intelligent about their students, about American education, and about the complex social life which presumably they are preparing young people to enter. I feel this need so keenly, indeed, that it seems to me that any implementation program to carry out the results of the impending study of the junior college situation might well include several regional summer workshops for junior college teachers, where exclusive attention may be given to the problems of junior college instruction. If the junior colleges rise to the challenges now confronting them it will be because their faculties are equal to the occasion.

You will recognize, I am sure, that in

the past few minutes I have been attempting to set forth a few of the aspects of that most troublesome and distressing social phenomenon which we have come to call the youth problem. The youth problem is as wide as the interests of young people and as deep as their feelings. It includes an opportunity for employment, for recreation, for a home, and for self development. All the agencies of government and social welfare have been summoned to make their respective contributions to the solution of the problem. Education bears one of the heaviest responsibilities. It must arrange to accommodate all types of young people, to offer them the kind of programs which will be helpful to them respectively, to integrate their classroom work with employment, and to make good citizens out of them. To what other division of the educational system does this responsibility fall more naturally and certainly than to the junior colleges? The past twenty years have been glorious and inspiring years of accomplishment. I trust that in this critical time which lies ahead, neither vision nor courage will fail you and that the next twenty years may be incomparably more fruitful than anything so far realized.

Why I Am Attending a Junior College

A SYMPOSIUM BY STUDENTS OF MISSOURI JUNIOR COLLEGES

"HAPPY AND WORTHWHILE"*

I CAME to a junior college because I realized that living away from home at the first might not be an altogether painless process, and the junior college makes a good transition from the regulated but carefree high school days to the freer and not-so-easy college life. (Perhaps I may have been a little scared of the "big, bad university.") At any rate, the junior college does have the distinct advantage of a smaller and more exclusive student body. Each student gets more of a chance to participate in whatever field of activity most interests him.

Eventually I intend to major in secretarial science, but I thought that I could obtain a better basis of preparation in a broader educational background during my freshman and sophomore years at a junior college than at a four-year institution, before going into the school of business administration at a university. I've been able to take appreciation courses in literature, music, and art, and these have given me general ideas at least of such things as, for instance, who Samuel Pepys was, how swing music originated, the difference between Doric and Corinthian columns. These bits of knowledge have been helpful in the "art of conversation," as well as in working crossword puzzles!

I chose a women's two-year institution because of the wider social and cultural advantages it offered and for the close companionship with other girls. I'm fully convinced that the inevitable learn-

ing of manners and the acquiring of poise that goes with "growing up" is a much more painless process in the less critical eyes of one's own sex, all of whom are in the same boat, so to speak. Besides that, this constant, day-after-day association with them is a different proposition from just ordinary every-day contact, and tact and cooperation are only two of the vital factors to be learned and practiced in order to live comfortably and happily. Perhaps an ulterior motive in my choice of a non-coed school may be illustrated by quoting a wisecrack I found I'd made in my diary some time ago: "To be happy with a man, you have to learn to be happy without him."

A junior college of the type I attend appealed to me particularly because of its extremely small and intimate group of approximately 150 girls, and also because of the friendliness between students and faculty members, which I couldn't help observing when I visited it prior to entering. Classes are small, and this immediately means more individualized instruction, which is of course helpful to the beginning college student, than is possible in the larger and often over-crowded four-year institution. Then, too, there is a personal association felt with a junior college that is very rare with a university. In my case, this association happens to be my mother's membership in the P. E. O. Sisterhood.

I returned the second year because I had found what I wanted, and there were still other things I wanted. I wished to continue my Associate in Arts course in order to obtain my diploma.

* By Betty Lou Neil, a student in Cottey Junior College, Nevada, Missouri.

An opportunity to earn part of my expenses the second year opened, and this made the four years of college I want and intend to have more probable. Then, too, I was lucky in making some very pleasant and congenial friends and we found we didn't want to be separated so soon. I'm sure it would have been more difficult to have been in such a congenial nucleus at a university unless I'd been in a sorority, which would have been financially impossible the first two years.

My two years at a junior college have been happy and fully worthwhile, I'm sure. Here's to the continuance of junior colleges!

"DECISION YEARS" *

It is a great privilege today to give my reasons for attending junior college because of what my first two years of college work have meant to me, and also because they have been two of the happiest years of my life.

One of my main reasons for attending a junior college is that there I am not "lost in the crowd." At larger institutions there is a possibility for the so-called "green" freshman and sophomore classes to be overshadowed and thrust into the background by their upperclassmen, but not so in the two-year college. There the two classes work together as one, and the rivalry, if present at all, is on such a small scale that it is scarcely noticed or felt.

The small student body of the junior college, a select group, makes possible a close personal contact with fellow students, and enables the formation of many and lasting friendships. The student has the opportunity to know each of his fellow classmen personally. These are not

merely names nor faces to him, but rather he considers them as friends—friends whom he will hold dear throughout his life because of his close association with them.

In the junior college there are also helpful social relationships with instructors, and this intimate acquaintance of the faculty with the individual student makes helpful guidance possible in life problems, in the choice of a vocation, and in the selection of courses which best suit his individual needs. The student does not feel that his teachers are unapproachable donors of knowledge, but are real and human, with a personal interest in his welfare. This relationship enables him to regard his classes as more than daily routines. It gives him the incentive to advance more rapidly in learning because his teachers are vitally concerned with his acquisition of knowledge. This bond between faculty and student body is one of the finest phases of junior college life.

This brings me to the most important reason for beginning my higher education at a two-year school. I realize that college work is but a means to an end. It is a stepping stone to my life's work, but it is highly essential that this stepping stone be firm and secure. There can be no doubt that the first two years of college are decision years. It is during this time that we must decide what path our lives are to follow, and the outcome of the future years depends largely upon these two years. Most young people are filled with the desire to make their short lives count against the background of eternity and it is during their first two college years that they must decide how best they can do this. It is then that they begin to have dreams—not day-dreams, nor air-castles—but dreams of what they want their

* By Dorothy Jasper, a student in Hannibal-LaGrange College, Hannibal, Missouri.

lives to be; and the junior college helps them lay a firm foundation for these visions by developing initiative within them. It gives them the tools to use in building stronger characters. It also places in their hands tools to be utilized in constructing not only a better America, but also a better world. It gives them knowledge to be used in serving others, the greatest gift which any educational institution could give.

These are my reasons for choosing to begin my college life at a junior college, and I know that I shall never regret my choice. My two years there have brought me greater knowledge and friendship, and above all else, a faith and trust in the future which can never be shaken.

"I ACTUALLY CHOSE!" *

I can truthfully say that I did not drift into the junior college. I actually chose! In weighing the problem when I left high school, I found four advantages which argued cogently for my attending the Jefferson City Junior College in my own home town.

Since I am one of that vast group of students whose every major expenditure is made on a marginal basis, I found the element of cost extremely important. The junior college offered to me a reasonable tuition and the opportunity to live cheaply at home with my parents. Being vastly less expensive than university life, it offered to some of my fellow students their only opportunity to go to college; to me it offered an opportunity to finish my degree at a university with less outside work and with less financial strain on my parents.

I needed two extra years around the

* By James Brown, a student in Jefferson City Junior College, Jefferson City, Missouri.

hearthstone in order to mature more, to orient my purposes, and above all to acquire a perspective. Those additional years mitigated the change from the sheltered life of high school to the comparatively impersonal life of a large university. It was just the time I needed to acquire a serious attitude, which I now realize was absolutely necessary before I could benefit from my study. I now expect to enter a university with some of my loose ends knitted closer together, giving me at least a semblance of integration.

Another advantage, which I am sure I did not appreciate fully when I made my initial choice, is the opportunity which the smaller institution offers the student to know the instructors on a more personal and stimulating basis. I have long felt that the benefit derived from a class was dependent more on the personality of the instructor and the inspiration thus given than on the subject matter itself. Frequently the out-of-class discussions are more enlightening than the routine lectures and recitations. The informal nature of smaller classes makes it possible for the instructor to know the student's problem and for the student to appreciate the instructor.

Finally, the smaller college offers to me a greater opportunity for participation in student activities. In athletics, for instance, the quality of the material out for the various teams is hardly so select; therefore, my mediocrity stands a better chance to find a home. Here in the junior college I am a player, whereas in a larger college I would be a spectator.

My junior college days will all be over this spring, but as I think over my original reasons for coming to the junior college, I find that they are all still valid.

"HE WONDERES HOW—" *

In searching for the reasons why I am attending junior college, I began to wonder why other students were going to college. Have you ever wondered just what reason each student had? I have as I have watched students going through our halls, and watched the students on this campus. I found that all have a common motive. I found that we all go to college to solve a series of complex problems, each a problem in itself, but each intricately hung upon the other. I am attending junior college because I believe that junior college can most satisfactorily solve these problems.

When one leaves high school he worries what to do with his life, what occupation to follow, how to make a living.

He wonders how and where to find out what he is fitted for.

He wonders how to make the transition between high school and college.

He wonders if he is college type.

He wonders how to get the sense of responsibility his folks say he lacks.

He wonders where he can learn to study.

He wonders where to get intelligent and friendly advice to help him in his search for the solution of these problems.

Each of these is a definite problem to face and solve before one can expect success or to achieve ambitions. Of course, these questions may never be fully answered, but after a year in junior college I found that there I could come nearer to their answer than in any other institution.

With the smaller student bodies of junior colleges, and only the freshman and sophomore classes to compete with,

a student can be free to work along different lines, and find his capabilities. With a smaller student body, a student can get valuable advice from the faculty, which he will value all of his life.

Since junior colleges are close at home, one can make the transition between high school and college, varying only his mode and volume of studying, and not his way of living, thinking, and in most cases, friendships. Advice from the faculty helps here too. Sometimes the attempt to make the transition between high school and college has led to a student's complete abandonment of college work. A junior college can make this transition easy.

Through additional help from the faculty, one can easily learn to study, and the battle for future success in college is three-fourths won, but without these study habits success is impossible.

To me one of the most valuable assets of a junior college is the low cost. For many students it makes additional professional training possible. Junior college also gives one an insight into the value he receives from college education. If this value is negligible, you can realize it, yet it may fill you with a spirit, a desire for knowledge, that will carry you through even if you do have to work.

"TO MAKE THE JUMP" *

While a senior in high school I thought seriously for the first time about college. I gradually formulated plans and considered attending various colleges, not only in Missouri, but in other states. In relation to junior college at this time I was decidedly neutral. I shared in the common belief that junior colleges weren't quite up to snuff in comparison with other colleges.

* By Edward Farmer, a student in Joplin Junior College, Joplin, Missouri.

* By Joe Williams, a student in the Junior College of Flat River, Flat River, Missouri.

After I graduated from high school I began inquiring deeper into the matter of attending college, and from various students who were enrolled in colleges I learned about the costs, curricula, and social life. From these talks I learned that the cost of maintaining oneself in college was very great and that you had a pretty big jump to make in adjusting yourself to college life and work. After a few of these talks I began to realize that I wasn't ready to make the jump, either financially or educationally. So I turned to the junior college.

The more I inquired about the junior college the more sure I was that here was where I belonged. In the first place the cost of maintaining myself in junior college is far less than in a four-year college! And second, the student-teacher relationship is very similar to that found in high school. Here I wouldn't be student No. 999 in one class and student 642 in another, because the classes were small and after a few weeks I would know my instructors and they would know me. In junior college I would have better instruction, and the instructors would be sympathetic and understanding in their dealings with me.

Moreover, junior college would help me in deciding upon my vocation, as I had not as yet decided definitely on it. Also I would learn the trend or ways of college life and work, which would help make the big jump a small one.

Upon graduation from junior college I would have confidence in my ability to pass my courses, and to maintain myself as a student, socially and otherwise, at a four-year college.

Last, but not least, in deciding to attend a junior college I was very fortunate in having one six miles from home. This enabled me to stay at home and still continue my education at a minimum expense.

"VERY ADEQUATELY PREPARED" *

Probably there are few high school graduates who, if given their choice, would not choose the four-year institution in preference to the junior college. When I was graduated from high school, I was no exception. But, and I now believe it happened very fortunately in my case, I was not able to do as I wished.

The controlling factor in my desire for a higher education, as it always will be with the overwhelming majority of would-be college students, was money. My situation was even more complicated, since I had a sister who was entering her junior year of college. To send two children away at once would have been obviously a heavy drain on the family purse. Thus, if possible, economy in schooling was of primary importance.

I say "if possible" because at the same time, while considering the undoubted economy of the junior college, this all-important question arose: If I attended junior college could it provide me with a good general education? Did it have the necessary standards and faculty? For my future life work I had chosen the profession of law. To be a success in it I needed a good general education as a foundation on which to build. No matter how much money it would save, my parents did not want me to have a slipshod education.

It did not take much research to find that the junior college in my city, in common with those of other cities, had an excellent reputation for standards of work and for good teachers. Thus I could attend the junior college with no detriment to my education, enabling my

* By Chester L. Smith, a student in the Junior College of Kansas City, Kansas City, Missouri.

father to save for the years of education that I would require after junior college.

Also it was obvious that with at least five more years of schooling away from home, even after I had finished junior college, I would have ample opportunity to undergo the so-called "broadening effect" of life away from home that is such a stock argument of the advocate of the four-year institution.

Now, with two years of junior college behind me, I find that it has measured up to the reputation which had preceded it. It's hard, but I'm getting that education I wanted. With the aid of my instructors I have found it easy to correlate my program with my future college work. My teachers have been excellent. Reports of my university friends make me sure that the instruction is at least on a par with any which the university could offer, with particular reference to the first two years, and it certainly is far superior in the individual help given to the student. Especially am I grateful for the gradual transition into college type work and college habits of study that the junior college has made possible.

I might note that nearly the same values have accrued to those student friends of mine who do not plan to go to a university. Economically they will have a good general education and incentives to further individual study.

For myself, in short, I do believe that the junior college has been of great value to me, both economically and educationally. Two junior college years older, I feel that I am very adequately prepared to continue my education in a four-year institution.

"I WOULD DO IT OVER AGAIN" *

Most of my reasons for attending a junior college have already been summed up in the preceding speeches. I went to a junior college primarily because it was located in my home town and I could stay at home while receiving my first two years of college education. This enabled me to receive these two years of work at a much lower cost than it could be had by going away from home to school. Then, too, when I graduated from high school at the age of 17, I didn't feel as if I could leave home and buck the university alone without the much needed parental counsel that had meant so much to me during all my school years.

One of the greatest factors which led me to my decision to attend a junior college was the fact that all the courses were fully accredited with the state university and I could thereby transfer my credits to the university without the loss of a single hour. Had it not been for this fact I think I would have been tempted to leave home and trust my destiny in the big university to the fates.

I would like to digress at this point and explain that while my colleagues are now attending junior college, I graduated from junior college last spring and am now enrolled in the University of Missouri. I think it only fitting, therefore, that I tell you some of the things that I can see now that my experience in junior college did for me. Since coming to the university and seeing the great adjustment that one has to make, it is somewhat of a wonder to me how freshmen adjust themselves to the situation as well as they do. The university

* By Max Biggerstaff, a graduate of Monett Junior College, Monett, Missouri, now attending the University of Missouri.

is such a big change from high school that I am sure I would have had many grave trials and difficulties had I come directly to the university from high school. Indeed it has been hard enough for me to adjust myself to the university life as it is, but I know it has been much easier as a result of my junior college training. There I was warned of the problems that I would have to solve and the adjustments I would have to make when I reached the university. Outside of the mere warning, the practical experience of junior college work broke me in gently to the problems I would have to overcome. It served as a transition from high school to the university that I think everyone should have. And may I just say in concluding, that were it to do over again I would take my first two years of college work in a junior college every time.

"AVERAGED \$37 A SEMESTER" *

Two years ago when I registered at St. Joseph Junior College, I was not enthusiastic over its qualifications because I believed then that it was merely an inadequate substitute for a university. But now, after two years, I can honestly say that I am glad that I went there to college. For I am now firmly convinced that the St. Joseph Junior College gave me advantages that I could not have secured in any university.

I was 17 when I graduated from high school, and I felt that I was mature enough to sever family ties and go away to college. I felt that I was old enough to take care of myself very well. Perhaps I could have succeeded, and yet as I look back over those two years, I realize that the two additional years I

have spent at home have enabled me to mature in an invaluable home atmosphere. And yet my education has not suffered. I have been attending a fully accredited junior college, taught by competent instructors. The curriculum is carefully selected and approved and covers all the work that any undergraduate student studies at a university. Now there are people who will tell you that children should become independent as soon as possible. That generalization may have been true fifty years ago, but today I believe that teen-age boys and girls should remain with their parents until they have become more mature. In the world of today I do not think that any 17-year-old boy or girl has aged sufficiently to take care of himself in the atmosphere of a university. The fact, then, that I am able to live at home and still continue my education is to me a strong recommendation for the junior college.

The St. Joseph Junior College is a part of the St. Joseph public school system. This makes possible low tuition rates. In two years the total of my fees and tuition has been about \$150. In two years I have averaged about \$37 a semester. There are few who can say that finances are not important in choosing a college today. And a junior college that offers such great savings is a very valuable asset to our educational system. Furthermore, the money saved in the first two years enables many students to continue their education who could not otherwise do so.

These two factors alone would be adequate recommendation for the junior college, but there is another advantage which is the greatest of all, that of personalized education and better orientation.

A majority of the junior colleges are

* By Jack Robertson, a student in St. Joseph Junior College, St. Joseph, Missouri.

institutions with small enrollments of a few hundred students. Such enrollments make for intimacy and mutual interest between student and instructor. Take my own institution for example. I know all of my instructors well and am friendly with them all. And whenever I have a problem, I go to them and we work it out together. The conference system is used much more than the lecture system.

And take the problem of orientation, so vital to a healthy college life. There is a huge chasm between the simple, easy life of high school days and the cold, exacting demands of college life. The junior college serves to bridge this chasm by enabling students to live at home for two more years and by a more personalized method of teaching college subjects. After two years in a good junior college, orientation becomes of minor importance.

It is for these three reasons, then, that I am attending a junior college. I had two more years to mature in the congeniality of my home, I have saved money for my future years, and I have been able to prepare myself for the exacting demands of higher education.

"DEFINITE CAREER IN MIND" *

Junior colleges in general serve two primary purposes: 1. To offer work in junior college courses so thorough as to prepare for successful work in the most exacting senior college or professional school. 2. To furnish general cultural courses and some semi-professional work of junior college rank for those students who wish to continue their studies beyond high school but cannot hope to complete college.

In my case, I am attending a junior

college which lays stress upon the first of these two; especially since I have a definite vocation, namely a theological career, in mind and am preparing to enter a professional school to that end.

Thus it is fortunate that all junior colleges do not specialize in the same subjects, that some rather emphasize some phases of the first view, namely preparation for entrance into a senior college, and that others stress a general cultural background. Yet, of course, neither of these can be all exclusive of the other.

I sought a junior college in which I could first of all prepare myself for entrance into a particular senior college, or rather a professional school, and secondly, in which I could gain that general education so essential for a cultural background, since in a professional school emphasis is generally removed from this phase of education.

From the viewpoint of that individual high school graduate who wishes to continue his studies beyond high school but cannot complete college, the junior college alone provides a sufficiently well balanced and complete unit of education. On the other hand, from the viewpoint of that high school graduate who will later attend a senior college, the junior college again meets the requirements, since some junior colleges especially train students for entrance into senior colleges.

Thus in my casting about for a suitable junior college I, in my case, had to find one which, besides the naturally required course in English, offered special training in the humanities rather than in the sciences. In conclusion then I am attending junior college because: 1. It offers training emphasizing those subjects most necessary in preparation for a theological career. 2. The two-

* By Omar Stuenkel, a student in St. Paul's College, Concordia, Missouri.

year period of work, besides being so arranged as to prepare me for the particular work chosen, offers a general cultural background.

"I HAVE FOUR REASONS" *

I have four fundamental reasons for attending a junior college.

1. Before I enrolled, I studied the number of courses that were offered me if I should attend the Trenton Junior College. I soon saw that I could obtain the same courses there in the local junior college that I would find it necessary to take at a university. I decided to make my junior college work serve as a background for my future, more advanced study. Any other person in an arts and sciences course will probably come to a similar conclusion.

2. There is an elimination of expense by attending a junior college. One, if he is fortunate enough to be a resident of the town wherein the junior college is established, will have no board-and-room bills shoved under his door, placed in his mail box, or delivered personally by the landlord at the first of every month. Too, one is at home with his parents and his friends for two more years. At the end of these two years he should have a very definite plan for his later, more advanced studies, and an idea of what is expected of him at a university.

3. Next, I thought over the instructor situation. I had heard the arguments offered by other students that since the enrollment of a junior college is rather small, there are not so many students crowded into one class, and, therefore, one receives more individual help and

attention from the professors. The jump a student sometimes makes from high school life to university life is quite tremendous. He is treated differently at the university than he has been treated in high school. University work requires more study, and perhaps a method of studying which the high school graduate does not know. A number of times a student making this jump from high school to a university is confused, troubled, and wholly maladjusted.

4. My last reason is really a combination of two: a desire for companionship, and a desire for cooperation.

"WHERE LIVES TOUCHED" *

Every salesman soon learns that if he is to sell successfully, whether it be a building, a ship, a mouse-trap, or an idea, he himself must sincerely believe in the product. With all that is within me I believe in the junior college and am glad to attend it and have this privilege to speak for it. Among the many reasons I have for attending junior college may I express three which I believe are most vital.

In the first place, I attend the junior college myself because it is relatively inexpensive. Statistics show that the junior college can and does operate at a much lower cost per student than the senior college. This reduced cost, for two years of education, an education which is quite adequate and equal to that offered anywhere, has made it possible for me to continue my training.

In the second place, I like the junior college because it provides an easy transition from the high school to college. Reliable statistics tell us that the mortality rate in some universities is as

* By Charles Walton, a student in Trenton Junior College, Trenton, Missouri.

* By Earl L. Pounds, a student in Southwest Baptist College, Bolivar, Missouri.

high as 25 to 30 percent. In many cases the student is not at fault; he merely is unable to make the proper social adjustments. I choose the junior college because this transition is easier. One can more easily retain his self-confidence when the adjustment is not so severe nor competition so keen. In junior college students have more opportunities in development, in leadership and talents. The junior college is not a coddling institution. Nor, on the other hand, is it an institution that throws the student overboard into the social swell to sink or swim.

In conclusion, my third and most important reason for attending a junior college is the close fellowship which it offers between student and student, and student and faculty. We know and love our president and he encourages us to bring our problems to him. When the years have rolled by, I may have forgotten my Greek and chemistry; college will not mean to me then a building and a lecture but a place where other lives touched my life and other personalities became a part of me and I will perhaps realize then more than I do now the value of junior college.

"MY INDIVIDUAL NEEDS" *

It was not until the end of the first semester of my freshman year in St. Teresa's College that I fully realized why I was attending a junior college. It is true that I chose the institution chiefly because of my religious affiliations, and because it offered two years of higher instruction to supplement my high school education, but by the time 20 weeks had passed I began to realize that I was in a junior college for an entirely different

reason. To me the junior college has now become a guiding and formative discipline concerned with me as a developing individual. Because of the compactness of the junior college group, I feel that a measure of personal interest is taken in me and my individual needs.

The compactness of the group in a junior college has also offered me the advantage of a closer association with my fellow students. Not only the size of the group, but its homogeneity appeals to me. No student can overshadow another because of maturity, for we are all the same age, at least educationally. No student can be far superior and ruin all chances of competition, because none of us could be more than a year's training ahead of another. In other words, this junior college has put all of us on an equal basis for fair competition.

This equality of competition is not limited to classes. Here everyone has the same chance for development of leadership and initiative, of personality and self-assertion. Our ideas and opinions do not need to be suppressed by a feeling of inferiority. We can express our thought freely, and likewise gain the advantage of correlating others' ideas with our own. It gives us a chance to overcome the tendency toward restricted points of view and thinking in a rut. By these same contacts a development of leadership and personality can be effected. We learn to do by doing. So even if our only opportunity for leadership is being the chairman of a committee we have learned what is meant by responsibility and initiative.

But for the educational side of the question alone, why I am attending a junior college is not difficult to determine. Well-organized as the junior college is, it offers a balanced curriculum, designed both for the student who is to

* By Lois Romer, a student in St. Teresa's College, Kansas City, Missouri.

continue his education and specialize in the third and fourth years, and also for the student who is to complete his formal education in two years. When I entered as a freshman, I had no idea what my future was to be; I had decided on no vocation or profession. I imagine that my position was no different from that of the majority of high school graduates who feel they want some experience of college life. But in a junior college we are able to develop our own special tendencies, while gaining, through a balanced liberal arts curriculum, an interest in many of the vocational fields, with a final realization of the particular field for which we are best suited. If we intend to end our formal education with the junior college, we do not stop with a fragment of a four-year course, but with a complete educational step. We finish the curriculum with a sense of achievement, at an honorable stopping point.

So now that I am a sophomore about to complete two years of study at St. Teresa's Junior College, I can feel somewhat secure. For if I attend another two years of college, which it is more than likely I shall do, my junior college education has given me an introduction to many fields of culture and learning, one of which I shall choose to investigate further. But it has sufficiently developed me educationally, socially, and religiously that even if I do not continue with my education, I feel that my junior college experience has assured me a fertile soil of knowledge in which can be sown the seeds of culture and good living.

"WANTED MILITARY TRAINING" *

I had two principal reasons for attending a junior college — first, so that I could obtain specialized military training; and second, to obtain a private school point of view.

It was amazing to me that the only school west of the Appalachian Mountains offering a specialized course in military training was the junior college.

To me military training is very valuable, for it teaches one to think on his feet, and to meet his own problems. Also, by close control, scholastic work can be accentuated.

Likewise, only in the junior college could I find the private school point of view, for state universities and four-year colleges do not grow out of secondary schools; but junior colleges, on the other hand, do, and thus fill the well-known gap between high school and college. Another advantage of the junior college is the close correlation between the student body and the faculty.

Contrary to the views already expressed by the other speakers, my father thought that it would be a good idea to get me away from home where I would be forced to accept responsibilities. Mother thought that a military school would be a good place to send her son, where she could be sure I would be tucked in bed every night. I assure you she was right. Also, my girl was anxious, for some unknown reason, for me to attend a boys' school.

Well, you asked me and I told you.

* By Grier Stewart, a student in Wentworth Military Academy and Junior College, Lexington, Missouri.

"TO ENJOY STUDY" *

I THINK it entirely unnecessary to make any summary of what has been said here, as nearly all of these speakers have given us at the end of their talks a summary of what they have previously said in more extended form. There are, however, one or two comments that I think are worth while making. I am quite interested in the extensive program of junior college instruction that has been mentioned here this morning. When I get back to Minnesota I think it will pay me to examine the catalogs of the institutions represented here because I am sure there are some students with whom I have dealings who would be very much interested in such things as swing music, if not cross word puzzles, and whom I should be very glad to see transfer elsewhere!

Speaking seriously, there are certain implications of the facts emphasized here of which we ought to take careful note. These students have stressed the relations existing between the students and the instructor in a junior college and that is a very important thing. You have only to remember your own undergraduate days to realize that you recall comparatively little of the material, outside of your field of concentration, that you studied; but you do recall some personality that impressed itself upon you.

It is of extreme importance, therefore, that the staff of a junior college be chosen with the greatest care with this fact in mind. It is absolutely vital that these lasting impressions be the best possible. We must see to it that the students are impressed by the instructor's enthusiasm for his subject—an enthusiasm so great that it is contagious—or his under-

standing sympathy with student problems, rather than that they recall the ease with which they could determine the mornings he had eggs for breakfast.

Practically every one of these speakers has emphasized the fact that these years were the formative years, that it was the period when they needed the best counsel they could get in order to plan wisely for the future and to make those choices which were to give them the greatest satisfaction in life. If, then, it is such an important period, if the decisions made there are to have such a profound effect on later life, it follows immediately that the junior college cannot afford to provide less than the best advisory service possible. Dr. Koos in his paper yesterday pointed out some of the results of a counselling system which can already be measured objectively. It is clearly evident that if the junior college is not to fail those young people when they need its assistance, it must provide counselors adequately trained and supported in their work. It must be sure that this service is carefully planned and effective if it is to meet this obligation. In this connection may I point out that sometimes an added strain is placed on this service by the fact that the majority of these students live at home. Those of you who have had much to do with these matters know that this situation is not always an un-mixed blessing. I recall the father who came in to discuss the sad situation of his son, a member of the freshman class, who was not getting along very well. His father explained his great willingness to cooperate and said, "I've done everything I can to help him; I've licked him twice." I grant this to be an extreme case, but it illustrates the fact that parental cooperation may not be as valuable as has been hinted.

Almost every speaker has indicated

* This summary of the symposium, "Why I Am Attending a Junior College," was made by Professor Royal R. Shumway of the University of Minnesota.

the assistance the junior college has given him in setting up good study habits. There is one hope in connection with this which I wish to voice. For the last two years I have been interviewing those members of the entering freshman class who as far as performance in high school and objective measures of ability are concerned should be superior students, and I have been surprised to find how few of them are interested in study

for its own sake. They are interested in the courses which they take either as training for a job or as furnishing credits toward a degree, but only very slightly because they have any intellectual curiosity or interest in their own development. If the junior college can help these superior students not only to perfect their study techniques but to enjoy study for its own sake, it will have done them a great service.

Teaching Dramatics In Junior Colleges

JOSEPHINE DILLON*

IN THE Presidential Address¹ of last year's convention, Nicholas Ricciardi said among his answers to the question, When is a junior college rendering adequate services?

"1. When it has a well-planned program of general education for youth.

"2. When it gives suitable specialized education, in accordance with the needs of its students, designed to prepare students for advantageous entry into gainful employment."

Again, still quoting Dr. Ricciardi: "A person has certain duties and responsibilities to discharge as a home-member, as a citizen, and as a worker in a specific occupation. He must have skills, technical knowledges, and social-understanding in order that he may be occupationally efficient and socially useful. He is a participant in home, community, and occupation. He engages in at least three major areas of activities."

Again, quoting an interview in the *Christian Science Monitor* with Prof. William C. Bagley, editor of *School and Society*: "Education is facing a very serious problem now, and that is the upward expansion of mass education. The most amazing phenomenon on the educational horizon is the growth of the junior college, and to the question of how to adapt teaching methods to these new developments, enlarging the curriculum would be the answer."

One other quotation, from a news-

* Instructor in dramatics, Christian College, Columbia, Missouri.

¹ Nicholas Ricciardi, "What Should Be Expected of the Association?" *Junior College Journal*, 9:422 (May, 1939).

paper interview with Walter Geist, vice-president and head of the Graduate Training Course of the Allis-Chalmers Company: "Prospects of immediate jobs for the 1940 class of college graduates throughout the United States are brighter this year than they have been since 1929. This year more than fifty large industrial concerns will send 'talent scouts' to the leading universities and technical schools between now and the end of May. After they get their engineering degrees, graduates selected by Allis-Chalmers go to Milwaukee for a special two-year training, during which period they generally make a place for themselves in one of the three divisions of the company with which they are in contact."

Quotations such as these from representative educators show us that an increasing interest in education today is focussed on the junior colleges; that the main educational need of the young people of our country is to be fitted to become economically independent as soon as possible after leaving school; and that those in control of the employment of young men and women are looking more and more to the colleges and universities for their new material.

But how does this apply to teaching dramatics in junior colleges? In this way:

Dramatics, or let us call it by a much more comprehensive term—the entertainment industry—is one of the largest and most important in the country today. Some say it is the number four industry of the country, and some place

it farther down the list as number six in importance—meaning by importance the magnitude of the need which is being supplied through the industry of entertainment.

The moment one speaks of dramatics as an industry, the picture of large employment and possible jobs is presented to the mind. The word job implies skill, and the word skill implies training.

But, going back to our quotations, we find that "a person must today have skills, technical knowledges and social understanding," and that, according to the report of Mr. Rosco Ingalls:

Real semi-professional training must be more than mere vocational training. Some junior colleges have steadfastly held ideals before them, and in planning the content of semi-professional curricula have definitely endeavored to place approximately equal emphasis on courses designed to develop technical skill and proficiency, and on courses designed to provide culture, vision, appreciation, and better citizenship. They have insisted that prospective business men, hotel managers, medical secretaries, floriculturists, nurses, recreational leaders, aviators, foresters, orchardists, optometrists, photographers, and surveyors should not only have technical courses in their special fields, but should also have courses in literature, history, economics, science, and philosophy planned to make them better members of society as well as skilled technicians.

I am heartily in accord with this statement of the duties of a junior college semi-professional course; I only regret that Mr. Ingalls did not include the entertainment field in his list of possible activities.

For that is where dramatics should be listed now. It should be listed as a preparation for an industrial activity, for members of the entertainment world are people either holding or seeking "jobs."

More and more we notice articles on the subject of education that tell over and over the same story; namely, that employers are finding it impossible to hire the output of the colleges and uni-

versities because they have not had sufficient practical preparation in their schools for industrial work. More and more often we see articles emphasizing the opinion that the junior colleges are being looked to, to fill this gap. But it is a new idea, at least one that we do not see in these articles—it is a new idea that dramatic training should be looked upon with the same interest and seriousness as a preparation for taking part in a huge industry, and not just as a means of entertaining student bodies or of attracting new students to institutions of learning, or merely of general culture.

Far too many educational institutions offering courses in drama think of them as easy courses for the less brilliant students to use as fill-ins and as a form of entertainment for the student body. Many colleges which now take their departments of journalism, engineering, law, mathematics, and so on, as serious departments in which the students may prepare themselves to take positions in business or professional life, look upon their departments of music, art, and drama as of trivial importance and without value as preparation for "jobs." I have heard dramatics spoken of as a good training for poise and for better speech, but not as a study which should receive full credit.

My own experience in the midst of the entertainment industry in Hollywood has taught me the fallacy of these ideas.

Here is an industry, the motion picture industry, only a part of the industry of entertainment, in need of college and university material, and being supplied at present mainly in its engineering departments from the universities, and in its many other departments relying on trade schools, dramatic schools,

art schools, and the school of life experience, for the great lists of employees.

Radio, screen, stage, lecture platforms, carnivals, vaudeville, circuses, all forms of modern entertainment need people with the finest training and skill in advertising, commercial art, interior decorating, architecture, furniture design, dialogue writing, story writing, script writing; writers, performers, and directors of music; color specialists, designers of clothes, camera experts, portrait artists, chemists; engineers of sound, light, building; quick, alert, intelligent actors, directors, property men, automotive engineers—it would be difficult to mention a profession or trade of modern standing that has no outlet in the entertainment field.

But unless the colleges present courses in dramatics, radio, moving picture and stage as serious, valuable studies, to be approached with as carefully planned schedules as those designed to produce competent engineers, the industrial entertainment world will continue to complain that it cannot use college people because of their lack of proper preparation.

There should be careful preparation during the student's training for the needs of the entertainment field. It is not enough to know the foundation theories of dress designing or of story writing, or sound; there must be the added knowledge of what sort of dress designing or story writing or sound is useful in entertainment and its various branches. Dialogue writing for radio, dialogue writing for moving pictures, where the eyes assist with the story, and dialogue writing which is being used so successfully in advertising, are all branches of applied creative writing, each with its own particular technique, all of which need good fundamental training.

Acting for radio, or for screen or for stage, has distinct techniques branching out from the fundamentals of acting as a portrayal of human incident; but there should be thorough study of the fundamental theory of acting as a preparation for successful specializing. Sound engineers need to know what the actor's problem is, so that they will be conscious of the needs of entertainment—not just of the nice problems of light and sound.

The trade schools are doing excellent work in supplying young men and women to the entertainment industries in every branch. But we find that their limited general education, limited through the necessity of focusing the curriculum too soon onto a special subject, makes it difficult for those young people to advance above the beginning levels of their work. Unless such students continue to study while employed, and thus gain the general knowledge which their applied training has denied them, they are seriously handicapped.

I believe that teaching dramatics in junior colleges is an exceedingly important educational activity, and that it will become more and more important in the curricula of the schools, as the great opportunities offered by industrial entertainment are recognized. And after many years spent in the preparation of actors for stage, screen, and radio, I realize more and more the importance of a thorough grounding in general knowledge. I have come to believe that there should be sufficiently high prerequisites in the high schools to make room in the junior college schedules for a science, sociology, psychology, a modern and a classic language, European history, history of literature, Bible history, and history of the United States.

If the student is intending to find his life work in some branch of the entertainment field, those studies are basic. Without them he will be unable to understand the audience, the market for which entertainment is being manufactured; he will be unable to change his output with the thought of the audience and its changing needs and styles; he will have an insufficiently broad foundation upon which to build any specialized work.

The junior college courses preparatory for the entertainment industry should be mainly theoretic, foundation courses. To crowd students with actual work in acting—stage, screen, or radio—before they have been taught the underlying principles of these activities will not make them good actors. To teach students a few piano pieces to play in public or to sing on programs, and neglect the building of the art itself, or a good grounding in theory of voice and music, is to send out a dilettante, not a useful person who can be developed into a professional musician. To take the time of students to write for the amusement of their fellow students, and not teach them the theories of stage, radio, and screen writing, is to unfit them for careers in those fields. And because so much of the artistic activity in colleges is surface, and intended for the amusement and entertainment of the student body, the demand for college trained people has been very light in these industries. But now that the amusements—pictures, radio, and screen—have grown to such enormous proportions, they have developed to a point where they demand the finest possible material for their personnel, and the cry is for college and university men and women who have sufficient ground-work of theory to make them possible material

for special training within the organizations.

I know of any number of instances where a college man with good training in engineering has been invited to Westinghouse or General Electric for special training, and has gone up rapidly in sound for radio or pictures. I know of other instances, many of them, where a college or university man with the right general character and pliability, but without the proper foundation study, has been invited to become a page boy in a radio station, or a messenger boy in a studio, with the privilege of observing and studying what is going on around him, with the hope that he will develop in a few years the same amount of fundamental knowledge that the other boy received during his education. In other words, the two men may arrive at the same level in their profession eventually, but the boy who came out of college with the right fundamental training arrives at the higher levels of his work ahead of the other boy.

I know of a page boy, now in his second year of showing people around a radio studio building, who was the star of all of his university plays, but who never had time to study any sound engineering, creative writing, set building, fundamental acting, or other theory, that would have put him upon graduation on the ground floor of one of the work departments, instead of in the page-boy list. He is now studying the fundamentals of speech, acting psychology, elementary sound, at the New York City College, while working. In other words he is almost retracing his college years, this time taking those courses that lead to work, instead of putting in his time entertaining a student body.

There is need, of course, of terminal courses in fine arts for junior colleges.

We find quite a large number of young people who desire a cultural course in music, dancing, acting, and who do not intend to enter into any one of those arts as professionals. They should be offered an opportunity to receive a good general education with a certain amount of fine arts as a focal point. In those cases where the intention is merely cultural, and the student has no desire to use one of the fine arts as a means of livelihood, the work need not be basically theoretical, but may be actual work—laboratory. Those are the students who should be used to entertain the student body or the community. Let them put in the hours of rehearsal that must be put in to make any play presentable to any public, and let the serious students who are going to use their education for a life work—let them have time to accomplish some real study. Let the boy or girl who is going to be a useful musician have time to practice four hours a day and to do good fundamental music study in addition to general education subjects, and let the terminal course student learn a program or two and be sent out to entertain. Let girls and boys with naturally pleasant speech voices do the superficial work, learn plays and poems and declamations to entertain, and let the serious students who must acquire during their junior college days a splendid foundation of voice and speech building, let them have time enough and rest enough to go far in their profession.

How often we coaches, both in New York and in Hollywood, are brought into consultation concerning some likely young actor material, and find that the candidate for a contract is glib, self-assured, experienced before the public, talented, but entirely lacking in fundamental knowledge of the work. There is nothing there to build on, because there

was no foundation laid. Such laying of foundation for future building is the responsibility of junior colleges. If we can avoid the temptation to make so many showy programs of entertainment, and can hold our talented youngsters to study of theory, we can deliver the material that the entertainment world is crying for. We can send out men and women who know the fundamentals of their work, and the industries will gladly add the applied knowledge at their own expense. They are all searching for pliable, well grounded young people who can be trained. But as long as we send them out with a little surface knowledge, we are sending out helpless and useless material, for then they must go back and repeat their student years before they can learn the application of the theories, and that takes too long.

So, from my own experience in handling all sorts of material from all over the world, I would recommend that there be two different courses in Dramatic and Speech Arts in the junior colleges, one a cultural terminal course, and the other—the important and useful one—a course in fundamental theory that will be accredited, that will give a sufficient general education and will lay such a good foundation in some one art that it can be built upon without uncovering embarrassing limitations.

I believe that there is too much emphasis on the production of the plays, and too little on the quality of the acting. I have seen plays in junior colleges that were as elaborate in their production as a professional New York play—but the lines poorly memorized, and the actors obviously ignorant and untrained. I have also seen performances where the scenery was adequate and showed thought, talent, and suitability, and the acting so fine that one

felt sure that the young people were being given good training in the fundamentals of their work.

The branch of dramatics that concerns itself with production is important, but it is the theory that is so important, not the actual execution of elaborate scenery. When the students have acquired knowledge of what the sets should be, or what they could be under different types of production, or of period, there is little value to them in the building of an elaborate production—it is only a waste of time and effort.

I also find that there is much confusion and lack of accurate knowledge on the subject of body expression, pantomime, or gesture—it does not matter what term is used. But the actual training in making the body express the emotions necessary to the telling of the story of the play is the weak point in many dramatic departments.

The actual language of the body, which is so thoroughly understood and taught in the European schools of acting, is shunted off far too often to the dancing department, with a vague idea that studying dancing will in some miraculous way make an actor. There is just as much difference between dancing and acting as there is between playing the violin and piano. In playing the piano the hand is held with the palm down, and playing the violin demands that the fingering be done with the palm up, using the opposite set of muscles. Dancing positions are, in almost every instance, different and opposite from those of acting. Different muscles are brought into play. Both of

them great arts, both of them great professions, but different.

I should recommend that the teachers of drama in junior colleges have their major students take as much physical education as possible, instead of dancing. Also that the teachers of drama in junior colleges have their departments include modern methods of teaching body expression from the acting standpoint, in the European manner, as rapidly as possible.

With one semester of such training, the students whose bodies are in good condition from physical education work will be much more flexible in their expression, and the plays will be not only of infinitely more interest to the audiences, but will have more value to the students. Play production would then be an opportunity to apply knowledge of acting, instead of being an experience of helpless self-consciousness, and imitation.

The speech work in high schools and junior colleges is generally much better than the training in acting. So we often see plays in which the acting is embarrassed, and the dialogue almost glib in its ease.

A more scientific approach to the fundamentals of acting; more time for study of theory; more time for development of speech; less emphasis on production—these are the points that seem to me to be important in the junior college teaching of dramatics; and I have reached these conclusions after more than twenty years of teaching students from all types and grades of educational centers.

Luncheons and Breakfasts

TWELVE luncheons and breakfasts for special groups were held during the three days of the convention, with attendance ranging from a dozen to more than 200. Brief accounts of these important functions, except the symposia on public and private junior college problems presented in earlier pages, are given below.

PHI DELTA KAPPA BREAKFAST

(Friday Morning)

In the absence of the perennial chairman, Dean H. B. Wyman, Phoenix Junior College, Arizona, W. W. Carpenter, Professor of Education in the University of Missouri, presided at this year's Phi Delta Kappa breakfast which is held annually during the A.A.J.C. convention. Nearly a hundred members of the fraternity and their friends were rewarded for arising early enough to attend a 7:15 occasion by hearing J. W. Hudson, University of Missouri Professor of Philosophy, speak on the subject, "The Philosopher's Idea of Education."

After admitting that he had stated his topic in the most general terms so that anything he said "might be construed to be germane to it," Dr. Hudson devoted most of his time to pointing out vividly the changes in the concept of the duties of an individual toward society. In brief, since 1900 much less has been said in all books of ethics concerning precepts to assist the individual in governing himself, than of the shifting patterns of conduct which enable an individual constantly to readjust himself to an ever-changing social order. The cryptic criticism of the concept that education is to adjust an individual per-

manently to his environment was conveyed in the closing illustration of the only person definitely and finally adjusted to a static environment—the corpse in his coffin.

Other items of the program, given in the Daniel Boone Tavern, were these: Music, string quartet under direction of Mrs. Helen Myers Kellogg, Christian College. Greetings from Stephens College, Merle Prunty. Greetings from Christian College, J. Robert Sala. Greetings from Gamma Chapter, Phi Delta Kappa, President K. S. Davis and Secretary F. O. Capps. Music, Sunrise Choir under direction of Miss Margaret Colby, Stephens College.

Dean Wyman was selected as chairman for 1941.

W. W. CARPENTER, *Chairman*

FREDERICK MARSTON, *Secretary*

WOMEN'S BREAKFAST

(Friday Morning)

Twenty-four women of the junior colleges assembled at 7:30 on Friday, March 1. The program was informal. Dr. Eells dropped in, was introduced, and brought greetings from the officers and Executive Committee. All the women present introduced themselves and told briefly of some aspect of a particular problem with which they were working in their respective institutions. Survey courses, terminal courses, guidance, teaching loads, journalism, home making, etiquette procedures, library procedures—mention of each started further discussion.

Formal action was taken unanimously on the following matters:

1. A vote of thanks to Dr. Eells for placing more women on this year's program, and for giving the women the opportunity to meet together comfortably for the breakfast.

2. A request that women who are doing interesting work in their own institutions continue to be put on the program of the annual meeting of the Association.

3. A request that the women's breakfast be held annually as part of the regular program of the meeting of the Association.

4. A request that at both the luncheon of the public junior colleges and of the private junior colleges (on Thursday) the number of prepared papers be smaller and a definite time for discussion be scheduled. It was the consensus of opinion that problems were so similar that neither a vertical nor a horizontal division of the two larger groups should be made until one more experiment was attempted to get the complete picture through short talks and subsequent discussion.

Election of a chairman for the 1941 annual breakfast resulted in the unanimous choice of Gladys Beckett Jones of the Garland School, Boston, Massachusetts.

BEULAH BEROLZHEIMER, *Chairman*
M. ELIZABETH THAMER, *Secretary*

NEW ENGLAND LUNCHEON

(Friday Noon)

The New England Group at luncheon Friday noon discussed informally the general topic, "What can and should our group do to further the interests and activities of the Association?" The consensus was that concrete proposals must await completion of the report by President Milton D. Proctor of Westbrook Junior College on the revision of minimum requirements for an acceptable junior college.

None the less, the group went on record as approving two methods of assisting the work of the Association. It was proposed that, as a means to this end, membership in the New England Association by eligible institutions be encouraged, and that the *Junior College Journal* be sent to trustees of member institutions, in order to acquaint them with the work of the Association. It was also agreed that a fee of \$25 for membership in the Association would not represent an unreasonable demand.

DALE MITCHELL, *Secretary*

NORTH CENTRAL LUNCHEON

(Friday Noon)

Two hundred representatives and friends of the junior colleges of the North Central territory taxed the capacity of the grill room of the Daniel Boone Tavern at the annual luncheon.

President J. Robert Sala of the North Central Junior College Association first presented the vice-president, Arthur Andrews of Grand Rapids Junior College, Michigan, and the secretary-treasurer, Walter B. Spelman of Morton Junior College, Cicero, Illinois, and then introduced the speakers.

Dr. Aubrey A. Douglass, Chief of the Division of Secondary Education of California, stated succinctly the policy of the state department toward secondary education and the junior colleges of California, namely cooperation. He mentioned the initial conferences with principals, superintendents, and curriculum coordinators, the encouragement of new junior colleges, and the interest in the vocational courses of the evening junior colleges. He pointed to the current survey of junior college problems: units, finances, ways and means, post-high school youth, placement, follow-up, and terminal education, general and vocational.

Dr. Leonard V. Koos, Professor of

Secondary Education of the University of Chicago, commented briefly on junior college progress and recited his favorite "bittern" poem.

Dr. Walter C. Eells, Executive Secretary of the American Association of Junior Colleges, told a good California story, expressed happiness in his present work, and appealed for a full roster of all junior colleges in the American Association.

WALTER B. SPELMAN, *Secretary*

MIDDLE STATES LUNCHEON

(Friday Noon)

Sixteen middle states' delegates attended a luncheon meeting on the mezzanine floor of the Daniel Boone Tavern. Director David B. Pugh of Pennsylvania State College presided. Formal discussions were held on the following topics: increasing the membership of the American Association of Junior Colleges; institutional subscriptions to the *Junior College Journal*; approving the Atlantic City meeting; state organizations and their values; acceptance of terminal students by the universities, etc.

R. J. TREVORROW, *Secretary*

SOUTHERN LUNCHEON

(Friday Noon)

Dean C. C. Colvert of Northeast Junior College, Monroe, Louisiana, presided at a luncheon meeting of southern delegates in the Colonial Room of the Tiger Hotel. There was a discussion of the matter of promotion of group subscriptions for faculties and trustees. Dean Noffsinger opposed the raising of dues, saying that we should work on development of membership and subscriptions. Dean Ewing asked that individual copies be mailed directly to trustees on the group plan. A showing of hands was made on group subscriptions. Twelve hands were shown. Moved, seconded and carried that a

committee on membership and a subscription committee be appointed in each state.

Dean Noffsinger moved that (1) junior colleges shall not publish in their catalogues a statement that they are accredited by the American Association of Junior Colleges, (2) that member institutions publish that fact in their catalogues, and (3) that we favor dropping accrediting standards formulated by the Association. Motion carried.

L. O. TODD, *Secretary*

WESTERN GROUP LUNCHEON

(Friday Noon)

A dozen persons assembled for the Western Group luncheon and an informal meeting following it, under chairmanship of Nicholas Ricciardi. After a period of good fellowship and a few announcements, the group was addressed by Miss Josephine Dillon, director of dramatics at Christian College, whose topic was the drama as a vocational curriculum. A stimulating discussion followed, centered around this issue: Should speech skills be regarded as a subsidiary aspect of the junior college program or does speech instruction contain qualities of sufficient universality to make it a core around which guidance and other aspects of personal development can be built?

DWAYNE ORTON, *Secretary*.

SPECIAL BREAKFASTS

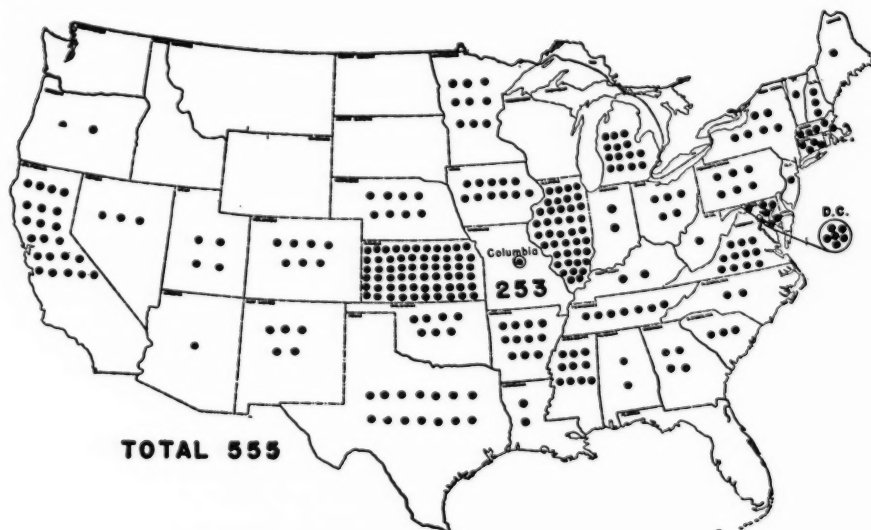
Three informal breakfasts were held Saturday morning. Fifteen representatives of evening junior colleges met in the Green Room of the Tiger hotel under the leadership of Joseph Hackman of Chicago, discussed their special problems, and agreed to meet again next year. Representatives of junior colleges from Texas and from Mississippi also held breakfast meetings to consider matters related especially to junior college progress in their own states.

Minutes and Committee Reports

MINUTES OF THE MEETING

THE TWENTIETH annual meeting of the American Association of Junior Colleges was held at the Tiger Hotel, Columbia, Missouri, February 29-March 2, 1940. Delegates to the number of 555 were registered from 37 states and the District of Columbia—much the largest registration at an annual meeting the Association has ever known. Geo-

The program was carried out essentially as printed on pages 486-89 of this issue of the *Journal*. Dr. James M. Wood was prevented by illness from presenting his paper. It was read for him by Merle Prunty, Saturday morning. Miss Josephine Dillon presented her paper Thursday morning instead of Saturday as scheduled. Dr. Wright was unable to be present at the banquet Fri-



INDIVIDUAL REGISTRATIONS AT TWENTIETH ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, COLUMBIA, MISSOURI, FEBRUARY 29 TO MARCH 2, 1940

graphical distribution of the registration is shown graphically on the accompanying map.

The meeting was called to order by President Byron S. Hollinshead, who presided at all general sessions except the latter part of the Friday afternoon session when Vice-President C. C. Colvert was in the chair.

day evening. His place was taken by Rall I. Grigsby.

The banquet was made notable not only by the addresses given but by the presence of eight of the 34 junior college representatives who participated in the original conference 20 years earlier at St. Louis which resulted in the organization of the Association. They were Dr.

George F. Zook, Washington, D. C., who called the St. Louis Conference; Theodore Buenger, Concordia College, St. Paul, Minnesota; F. M. McDowell, Director of Religious Education, Reorganized Church of Latter Day Saints, Independence, Missouri; President H. G. Noffsinger, Virginia Inter-mont College, Bristol, Virginia; Royal R. Shumway, University of Minnesota, Minneapolis, Minnesota; L. W. Smith, American College Bureau, Chicago, Illinois; C. S. Stewart, Des Plaines, Illinois; and Miss Lucinda Templin, Radford School for Girls, El Paso, Texas.

At the business session Saturday morning the reports as indicated in the program, page 489, were given and were approved. All committee reports were adopted as read. They represent official action of the Association. They are presented elsewhere in this issue.

Amendments to Sections 2, 3, and 4 of Article III of the Constitution, as printed in the *January Journal* (p. 280) were discussed and approved. The Constitution, with these revisions, is printed in this issue of the *Journal*.

WALTER C. EELLS,

Executive Secretary

J. THOMAS DAVIS,

Convention Secretary

EXECUTIVE COMMITTEE

The Executive Committee held two meetings at Columbia, Wednesday evening and Saturday afternoon.

Wednesday Evening Meeting

The executive committee of the American Association of Junior Colleges held its first meeting at the Tiger Hotel Wednesday, February 28, at 8:30 p. m. with the following present:

President Byron S. Hollinshead, La Plume, Pennsylvania; C. C. Colvert, Monroe, Louisiana; Walter C. Eells, Washington, D. C.; J. J. Delaney, Kerr-

ville, Texas; Nicholas Ricciardi, San Bernardino, California; J. C. Miller, Columbia, Missouri; and J. Thomas Davis, Stephenville, Texas.

The committee took up for consideration the agenda submitted by the executive secretary as follows:

1. President Hollinshead reported the resignations from the Executive Committee of Dr. Katherine Denworth, formerly of Bradford Junior College, Massachusetts, and of W. W. Haggard, formerly of Joliet Junior College, Illinois. A motion prevailed, requesting Secretary Davis to write Miss Denworth and Mr. Haggard expressing the deep regret of the committee because of their absence and especially because of their separation from junior college work. The absence of H. B. Wyman, Phoenix, Arizona, was also noted with regret. President Hollinshead stated to the committee that he was on a leave of absence from his institution for a period of five months, beginning February 1, 1940, in order to work with the General Education Board. A general discussion took place concerning the work of the Association during the year, and special credit was given Mr. Hollinshead for his untiring and successful efforts in behalf of the Association.

2. President Miller announced that the printed programs contained practically all local plans and arrangements. He stated that six junior colleges were participating in the entertainment part of the program. President Miller invited the executive committee to dinner at his college dining room on Thursday evening. President Miller stated also that considerable arrangements had been made for publicity of the program to the general press.

3. There was some discussion concerning special activities, but no action taken.

4. Dr. Eells submitted a statement with reference to printing the new reference volume *American Junior Colleges*. Dr. Eells presented the treasurer's report for the year 1939, which was accepted. He was highly commended for the work done during the year.

5. Dr. Eells submitted the report on the institutional membership of the American Association of Junior Colleges as follows:

Jan. 1, 1939—294 active; 17 associates; 6 sustaining.

Jan. 1, 1940—325 active; 30 associates; 28 sustaining.

Feb. 22, 1940—9 active; 2 associates; 0 sustaining (additional).

6. Dr. Eells announced that proposed constitutional amendments were printed in the *Journal* and would come up for consideration in the general session of the Association. Dr. Eells recommended that the amendment to admit the lower divisions of the universities and senior colleges to active membership be accepted. The committee endorsed the recommendation for the consideration of the Association. The amendment concerning sustaining membership was also recommended and approved by the committee.

7. There was some discussion with reference to the value of membership, and concerning correspondence carried on between President Bingman of Lamar College, Beaumont, Texas, and J. Thomas Davis, of John Tarleton College, Stephenville, Texas, and also between Dr. Eells and President Bingman. (See *Junior College Journal*, February, 1940.) No further action was taken on this matter.

8. The question of the next meeting of the Association was discussed, but action left to the succeeding executive committee. It was understood that Dr.

Eells would present information or data to the Association concerning this problem.

9. Dr. Eells presented the question of the standards of the Association and suggested that a suitable resolution be adopted by the Association stating that the 1931 standards are no longer in effect. He suggested that on the basis of operation, the American Association of Junior Colleges admit institutions on the basis of membership requirements, considering they have met standards of state or regional standardizing agencies, and that this Association is not a standardizing agency and should not be considered as such. The executive committee endorsed Dr. Eells' recommendation in this matter.

10. Dr. Eells mentioned some correspondence and interviews between him and the American Association of University Professors through their secretary. The executive committee, by unanimous vote, suggested that Dr. Eells, as executive secretary of this Association, continue conferences with the American Association of University Professors, in order to get as much information from them and extend to them such information as might be available and judicious from this Association. The executive secretary was requested to report back to the executive committee of this Association at a future meeting.

11. Dr. Eells presented the question of preparation of a manual of junior college accounting. He recommended that the new president appoint a committee to study this question and report to the executive secretary for consideration and further action. The suggestion was adopted by the committee.

12. Dr. Eells mentioned some correspondence between him and the American Association of Teachers of Speech

concerning a joint committee on speech education in junior colleges. The executive committee adopted a resolution providing that the executive secretary cooperate with this organization insofar as seems practical without a large expenditure of funds.

13. The question of personal membership in the Association was discussed and a resolution prevailed which provided that the executive secretary consider the matter further, collect information, and report later.

14. Dr. Eells presented the question of exchange of positions for instructors. A resolution was passed, requesting Dr. Eells to print an article in the *Junior College Journal* concerning such an exchange and that institutions interested should confer with him with reference to it.

15. There was considerable discussion with reference to an article published in the *Junior College Journal*, February 1940, page 342, concerning Eastern New Mexico Junior College rating. The executive committee heartily endorsed the action of Dr. Eells in publishing a correction of the erroneous statement.

Further suggestions by President Hollinshead:

1. President Hollinshead suggested the appointment of a commission to study the problem of consumer education. The executive committee endorsed this proposal and recommended that the new executive committee appoint such a commission.

2. President Hollinshead suggested an appointment of a commission on adult education. The executive committee also approved this suggestion, and recommended that the incoming executive committee appoint such a commission.

3. President Hollinshead suggested that some arrangements should be made

whereby the executive secretary would be retained and paid on a full-time basis. He discussed at length the value of such arrangements, especially in connection with the dealings of the Association with educational foundations. This recommendation was endorsed by the executive committee. In this connection the executive committee recommended that the institutional active membership be raised to \$25 as soon as a constitutional amendment to that effect can be submitted.

The next meeting of the executive committee was set for Saturday, March 2, 2:00 p. m.

Saturday Afternoon Meeting

Those present Saturday afternoon were Messrs. Colvert, Conley, Davis, Eells, Harbeson, Hollinshead, Miller, and Ricciardi, and Miss Mitchell.

After full discussion it was agreed to have the 21st annual meeting in Chicago in 1941 and the 22nd annual meeting in California in 1942 if the secretary could secure reasonable assurance that the meeting of the American Association of School Administrators would be held in San Francisco in 1942; otherwise to have the 21st annual meeting at Pasadena or Los Angeles, January 9-11, 1941 in connection with the meeting of the Association of American Colleges and related organizations, and the 22nd annual meeting in Chicago in 1942—subject to unforeseen contingencies that might make further changes desirable.

The contract of the Ruddick Press for printing the *Junior College Journal* for 1940-41 was renewed at the same figure, except for a differential to take care of the increased cost of paper. The Secretary was authorized to add a page of half-tones to the *Journal* whenever it seemed desirable to do so.

The tentative budget for 1940 was considered, modified, and adopted as follows:

<i>Receipts</i>	
Cash on hand, Jan. 1, 1940	\$2,160
Membership dues	7,700
Journal, subscriptions, advertising	4,800
Annual meeting exhibits	300
	<hr/>
	\$15,560
<i>Expenses</i>	
Salaries	\$8,000
Office expenses	1,600
Journal, printing and distribution	4,500
Annual meeting expenses	250
Membership dues	105
Cash on hand, Dec. 31, 1940	1,105
	<hr/>
	\$15,560

The salary of the Executive Secretary was set at \$6,000 per year on a full-time basis or \$3,600 on a half-time basis.

It was agreed to admit business institutes in New York to associate membership if they are registered by the New York State Department of Education and recommended by it. The Executive Secretary was authorized to work out a satisfactory basis, if possible, for admission of Rochester Mechanics Institute to membership.

The President was authorized to appoint a committee of one to study the desirability of individual faculty membership in the Association and report his findings to the Executive Secretary.

Representatives of the Association on the American Council on Education were designated as follows: The President, the immediate Past President, and the Executive Secretary.

The President, the Executive Secretary, and Pres. Hollinshead were made a committee to study the selection of members for the commissions authorized on Consumer Education and Adult Education and to report their recommendations to the Executive Committee by mail.

The Secretary was authorized to send a letter to all members with reference to

catalog statements concerning membership in the Association.

The President was authorized to appoint a committee of five to work on the matter of accounting procedures and the publication of a manual of junior college accounting—no expense to be incurred or obligated without referring their recommendations to the Executive Committee.

The Executive Secretary was authorized to seek funds for the construction of a scale for the evaluation of periodicals for junior college libraries.

The Executive Secretary was asked to collect information concerning the eligibility of junior college graduates to membership in Phi Beta Kappa.

It was voted to accept the invitation of the National Education Association to prepare copy for a personal growth leaflet devoted to some phase of the junior college movement.

The Committee recommended that the president of the Association should be *ex-officio* a member of the Commission on Junior College Terminal Education during his term of office.

Possible important studies and other matters were discussed, but no formal action was taken.

J. THOMAS DAVIS,
Convention Secretary

COMMISSION ON TERMINAL EDUCATION *

This report attempts to do two things:

(1) Review progress made during 1939 as preliminary work for the creation of the Commission.

(2) Define the work program set up for 1940 by the Commission. This will include

* By Rosco C. Ingalls, Director of Los Angeles City College, and Chairman of the Administrative Committee of the Commission on Junior College Terminal Education.

(a) A statement of the fundamental principles by which the work program will be guided.

(b) A statement of the proposed objectives in specific terms.

One year ago—at the Grand Rapids meeting of this Association—your Committee on Vocational Education in the Junior College submitted a report which included 17 recommendations. This report was adopted unanimously. Attention is now recalled to some of the 17 recommendations in this report because they form part of the background out of which developed the Commission on Junior College Terminal Education.

1. That this Association actively encourage in every way possible the amendment of existing state laws defining the function of the junior college so as to make easily possible the establishment of semi-professional curricula of a vocational type to meet the needs of youth as determined by modern social and economic conditions;

2. That this Association favors Federal legislation to amend the Smith-Hughes law so as to make the benefits readily available to the junior colleges and to make effective the recommendations made by the President's Advisory Committee on Education;

3. That this Association publicize the junior college as a community institution, believing that as such it should find its greatest inspiration and service in creating and effectively operating vocational curricula of the semi-professional type;

4. That this Association believes that vocational semi-professional curricula should provide for a balanced distribution of courses frequently described as general education and courses usually designated as specific occupational training;

5. That this Association publish at an early date a handbook that will include all semi-professional curricula offered in junior colleges throughout the nation and that communities with junior colleges be given every assistance of an advisory capacity by this Association to do creative work in semi-professional activities available in such fields as business, industry, agriculture, public service and home making;

6. That this Association take steps to encourage the coordination and expansion of research studies by graduate students in schools of education specifically directed toward problems in the field of semi-professional activities;

7. That this Association expresses a belief

that federal aid to college students under the present NYA where adequately administered is a significant factor in promoting vocational training on the junior college level.

This brief review of conclusions made one year ago makes us sharply aware of the urgent need for *more action* to get results and make effective in practice the ideas set up for attainment. Here, then, are things for us to do in 1940.

The next development of 1939 was the appointment by President Hollingshead of a Committee of Eleven on Policy.* This Committee met at Atlantic City for a two-day conference September 1-2, at which was adopted a general statement regarding a needed nationwide study of junior college terminal education. The Committee decided to request, therefore, the Executive Committee of the General Education Board to make a grant of \$25,000 for a one year exploratory study in the field of junior college terminal education. President Hollinshead arranged conferences with Dr. Havighurst representing the General Education Board. The appropriation of \$25,000 was authorized on December 7, 1939—with work as planned to start January 1, 1940. The Administrative Committee for the Study met in Washington, D. C., on December 28, 1939 and defined specifically the scope of the study and the tasks for 1940.

The Commission believes that this nation-wide study is needed because

1. Various studies in different parts of the country show that less than one-third of the students enrolled in junior colleges subsequently enter higher educational institutions.

2. Many more positions of the semi-professional type than of the professional type are found in the commercial and industrial world and in public service, but less specific education has been provided to fit young people adequately for such positions.

3. It is especially important that the best types of courses for "social intelligence" be formulated and given to young people whose

* For personnel of this Committee see the *Junior College Journal* for January 1940, pp. 244-245.

formal education will close with the junior college, to prepare them for citizenship and social responsibilities.

4. Many junior colleges wish to give terminal courses of one or both of these two types but lack information concerning desirable content and methods.

5. The facts that a number of junior colleges are offering terminal courses quite successfully and that there is growing interest in this field would indicate that other junior colleges should offer similar work. In one institution, for example, enrollment in semi-professional courses has increased from 4 per cent to 62 per cent of the student body in less than 10 years.

6. Changed and changing economic and social conditions indicate that young people probably will have a decreasing opportunity to secure regular employment before age 20. Therefore, suitable educational opportunities are increasingly demanded of the junior college.

7. In some junior colleges are found current demands for continuing training programs for those already employed in semi-professional fields, e.g., police, fire, public health, sanitation, forestry, nursing, and many others.

8. Many high school graduates are not in college, are not employed, and do not have available educational opportunities to continue their training. Only 12 per cent of persons of college age are registered in colleges or universities, while 67 per cent of those of high school age are in school. Such facts indicate a growing need for providing terminal types of education in the junior college.

Five fundamental principles will guide our thinking in making this study.

1. The junior college, although consisting of a variety of sizes and types, is essentially a community institution and therefore has a special obligation to meet fully the needs of its own constituency.

2. The junior college marks the completion of formal education for a large and increasing proportion of young people, and therefore it should offer curricula designed to develop economic, social, civic, and personal competence.

3. The American Association of Junior Colleges recognizes its responsibility to aid junior colleges to formulate suggested curricula which will more adequately meet the educational needs of youth who will complete their formal education in the junior college.

4. The American Association of Junior Colleges feels the need for studying certain aspects of the field of terminal education, and for coordinating the findings of other extensive studies recently made or now in progress as far as they bear upon the problems of completion or terminal education in the junior college.

5. Terminal education, at the junior college level, includes so-called "general" education, designed to prepare students for social citizenship and for individual happiness, and semi-professional and perhaps other types of vocational education, designed to prepare students for economic independence.

Specific objectives and the work program for this 1940 exploratory Study now include the following:

1. An Executive Director for the Study was authorized. Dr. Walter C. Eells was selected for this position. He will serve on a halftime basis—the remainder of his time to be devoted to the Executive Secretaryship of the American Association of Junior Colleges.

2. Preparation of an Annotated Bibliography on Junior College Terminal Education will be undertaken by a specially selected trained library bibliographer. This work will begin about March 4. Publication is anticipated for September 1940.

3. A Director of Publication was authorized selected and his duties defined. Mr. Edward F. Mason, Assistant Professor of Journalism at Iowa State University, was appointed for one year effective February 1. Superior training and experience make Mr. Mason splendidly qualified for work in this field of publications. He will prepare and issue appropriate special articles and adequate news releases to the press associations, to selected newspapers, to the educational magazines of the country, and to magazines other than those classified as "educational." His work will include the task of building up a general knowledge and appreciation of the junior college movement as a background for special emphasis through the press to parents and the general public on Junior College Terminal Education.

4. The preparation and publication of a special monograph on the present Status of Junior College Terminal Education in the United States has been

planned. This Study should be ready for publication in August, 1940.

5. Plans have been made for the preparation and publication of a special monograph on the Philosophy of Junior College Terminal Education with recommendations on problems and trends needing further study and investigation. This should be ready for publication by September, 1940.

6. Institutional self-study on various aspects of terminal curricula is to be encouraged and inaugurated as widely as possible in all types and sizes of junior colleges and in every geographical area. The necessary blanks, uniform in type, will be furnished each cooperating institution. All reports will be summarized in the Washington office of the Association and released as special articles or separate monographs for the use of all junior colleges.

7. The Director of the Study and the Director of Publication have been instructed to organize and carry forward successfully a series of one-day regional conferences to cover all junior colleges in the United States. They will present at these conferences the nature of this study—report progress and findings to date, solicit suggestions for continued development of the Study, secure the cooperative participation of as many junior colleges as possible, make use of the suggestions and advice that can be provided by junior college leaders in all geographical areas of the country, and promote an understanding, through press releases, by parents and the public, of the important nature of terminal education in the junior colleges. These conferences will be held whenever possible in connection with regularly scheduled junior college regional meetings. Special conferences will be arranged when necessary.

8. The Commission will avoid duplication by coordinating and cooperating with any other extensive studies recently made or now in progress in so far as such studies are related directly to the problems and policies of Terminal Education in the Junior College. One specific example of this policy is found in our cooperating activities with the California State Junior College Survey on personnel problems, general curricula and vocational curricula of the terminal types. Cooperative arrangements have also been made with the American Home Economics Association and are planned with national groups in such fields as business education, engineering, and agriculture.

This statement of eight major objectives for 1940 as set up by the Committee should clarify our task and give to the members of the Association a foundation for sympathetic understanding and cooperation.

This report concludes then with our earnest request for the cooperative participation at every opportunity of all Junior Colleges in the Association.

We welcome the aggressive assistance and leadership of the administrative heads of the junior colleges and particularly ask that all present here this morning become representative ambassadors for the cause to the personnel of institutions not represented here today.

We solicit your assistance and work for the attainment of the goals that have been defined. The road is up-hill, and to travel it successfully requires courage, persistence, right perspectives on our relationships, and a vision of the real service our institutions can render to community life.

If this year's exploratory study in the field of terminal education, and changing economic and social conditions

which continue to emphasize the need for new patterns in educational service for youth, indicate that one year's work is insufficient to meet our problems—then your Committee is prepared to set up new tasks and guiding principles to cover several years of continuing study and report.

We enter the 1940's, then, with the spirit, purposes, and tasks outlined in this report. We predict significant developments beginning in this first year for the second twenty years in the history of our Association.

ROSCO C. INGALLS,
Chairman

COMMITTEE ON PUBLIC RELATIONS

The Committee on Public Relations of the Association was appointed late last summer by President Hollinshead, with representatives from each of the regional associations. We understood from the beginning that we were to function somewhat as a trial balloon to find out if such a committee is needed and to do some preliminary work in the east during the winter, in cooperation with the Washington office.

We first undertook to sound out editorial interest in the junior college movement on the part of key people in the magazine and newspaper fields.

We arranged personal interviews for officers of the Association with various editors, including the Education Editor of the *New York Times*, the Education Editor of *Time Magazine*, the Editor of *Readers Digest*, and so on. We interviewed the education managers of the national radio broadcasting companies. On all sides, we found interest and a willingness to cooperate.

All of this was only preliminary spadework to gather information and to point the way to a sound policy in public

relations, and a well-organized committee for the future.

We rejoiced to learn in the early winter of the grant for the study of Terminal Education from the General Education Board and we gave as much assistance as possible to securing editorial cooperation in several places where contacts had already been made, for securing news stories and comment about the grant. But, we rejoiced even more, to know of the appointment of Edward Mason to direct public relations work in connection with the terminal education study.

Our committee held a meeting yesterday to review the preliminary work done thus far. We worked out a blank on which we suggest that information should be sent in to next year's Committee on Public Relations, regarding the publicity possibilities for your college in your community.

We formulated the following conclusions and recommendations:

1. We believe that there is a need for a Public Relations Committee of the Association and that it can perform a useful function.

2. That there is great need of interpretation of the junior college movement and of the many types of programs offered by the junior colleges all over the country. This interpretation should be aimed at the general public, the editorial groups—newspapers, magazines, radio; also at the educational public in both the college and secondary school fields.

3. We have found a lively though uninformed interest—a growing interest—even curiosity on the part of the editors of national magazines, newspapers and radio companies, about the junior college,—what it is doing, its service to education and to the community. This constitutes a challenging “Adult Educa-

tion" project for our association to undertake.

4. The work of interpretation must be carried on all over the country, simultaneously. This can best be done through the development of leadership along these lines in the regional organizations.

5. For this reason, the Committee on Public Relations recommends that each of its nine members should appoint this coming year a sub-committee in his region. On this sub-committee should be faculty members who have had experience in writing and in speaking, or who can help the association establish helpful contacts.

6. The direction of the Association's public relations work must be headed up in and directed from the Washington office, in order to have a unified program without over-lapping of efforts. The Central Committee for the coming year should function as advisors and as field leaders for the Washington office in their several regional territories. This will best stimulate the process of interpretation in every state where junior colleges are located, and at the same time provide for a unified central control of a sound public relations policy.

CLARA TEAD, *Chairman*

COMMITTEE ON RESOLUTIONS

The Committee on Resolutions begs leave to report as follows:

Since every effect must have an adequate cause, everyone who has enjoyed the many privileges of this convention must realize that careful planning and much hard work have preceded the actual meetings of the convention.

Therefore be it resolved that this Association express its sincere gratitude to those who have done so much for the pleasure and profit of the delegates and visitors to this the Twentieth

Anniversary Convention of the American Association of Junior Colleges held in Columbia, Missouri, February 29 to March 2, 1940. To the local Committee on Arrangements under the leadership of President Miller; to the Chamber of Commerce of Columbia, Missouri; to the hotel managements of Columbia; to the junior colleges of the area and especially to Christian and Stephens Colleges for many courtesies; to Dean Marston and the hospitality committee of the Junior College Administrators' Association of Missouri; to the University of Missouri; to the officers of the Association and to all who have participated in the various programs and to the Executive Secretary, whose experience and enthusiasm are seen in so many ways, the Association expresses its very sincere thanks. This convention because of their labors may well be remembered as worthy of being the Twentieth Anniversary Convention. To all who have contributed to its success the Association offers its heartfelt gratitude.

Be it further resolved that this Association looks with favor upon the plan outlined in the presidential address for a four-year cycle of annual meetings in connection with other educational associations and commends the same to the Executive Committee in the hope that arrangements may be made to this effect.

Be it also resolved that the Association congratulates the Executive Secretary upon the success and improvement of the *Junior College Journal* both in size and in financial stability and that all members of the Association are hereby urged to continue their cooperation on its behalf.

Be it resolved that as a method of increasing the financial resources of the Association, the Executive Committee adopt a cooperative effort to secure an

REPORT OF TREASURER

January 1, 1939—December 31, 1939

RECEIPTS:

Cash on hand, January 1, 1939	\$ 2,159.56
Membership dues	6,570.00
1938 dues	\$ 644.00
1939 dues	5,126.00
1940 dues	800.00
Junior College Journal	4,121.95
Single subscriptions	\$2,051.36
Group subscriptions	1,056.00
Advertising	488.64
Single copies	165.25
Authors' reprints	308.15
Directory reprints	52.55
Annual meeting exhibits	290.00
Grant from General Education Board for Policy Committee	1,500.00
TOTAL	\$14,641.51

EXPENDITURES:

Salaries	\$ 5,309.43
Executive Secretary	\$3,600.00
Office Secretary	1,518.75
Clerical assistance	190.68
Office expenses	1,310.80
Rent	\$ 480.00
Supplies and equipment	300.19
Mimeograph and mailing lists	169.98
Postage, telegrams, express, etc.	360.63
Junior College Journal	4,062.55
Printing and postage, 9 issues	\$3,725.82
Authors' reprints	289.53
Directory reprints	47.20
Annual meeting (Grand Rapids, 1939)	139.83
Policy Committee meeting (Atlantic City, Sept. 1939)	1,500.00
Travel	\$1,026.29
Hotel	217.25
Refund to General Education Board	256.46
Membership dues	105.00
American Council on Education	\$ 100.00
Educational Press Association	5.00
Miscellaneous	55.83
Cash on hand, December 31, 1939	2,158.07
TOTAL	\$14,641.51

W. C. EELLS,
Treasurer.

increase in membership rather than any increase in the dues to be paid by individual colleges.

Believing as we do that the suspension of Federal taxes upon gifts to junior colleges would not only encourage generosity to the individual colleges but would also stimulate the whole collegiate philanthropy, resolved that we request the Executive Secretary to transmit to the proper authorities in Washington, D. C., our conviction on this important matter.

Whereas, industrial and economic conditions are such that young people who are graduated from school do not find it possible in many cases to secure opportunities in gainful employment, be it resolved, that the American Association of Junior Colleges request the United States Commissioner of Education to give consideration to the timeliness and feasibility of amending the Federal Vocational Education Acts and appoint a committee to work in cooperation with the American Association of Junior Colleges and the National Youth Administration so as to make it possible for the junior colleges to enjoy the benefits of the amended acts in accordance with state plans designed specifically for junior colleges.

Be it resolved that the Association through the Convention Secretary send its cordial greetings to President J. M. Wood of Stephens College and express its sincere regret that illness has prevented him from appearing on the program as planned.

Be it resolved that the Association express its appreciation for the confidence displayed in the junior college movement and its research program by the substantial financial assistance made by the General Education Board and the Carnegie Foundation, and that it further express its gratitude to all those

who have and will assist in these projects, from which we expect great and lasting benefits will accrue to the whole junior college movement.

Further be it resolved that this convention recognizes with approval the emphasis laid by this convention program upon the personnel services which are essential to optimum functioning of the junior college.

Further the Association expresses its appreciation to the Executive Committee in arranging the valuable educational commercial exhibits and requests the Executive Secretary to thank the exhibitors.

Your committee would not consider its task accomplished if it did not express the gratitude of the Association to those who made possible such a successful occasion as the Twentieth Anniversary Dinner of last night. Especially should the thanks of the Association be given to Miss Maude Adams and to Dr. George F. Zook for their splendid addresses at that time.

In conclusion be it resolved that this Association express its thanks to Dean J. Thomas Davis and through him to the John Tarleton Agricultural College for the construction and presentation of a suitable gavel for use in the Association meetings. This is typical of the thoughtfulness of our Convention Secretary and the Association wishes him to know of its gratitude.

R. J. TREVORROW, *Chairman*.
MRS. GERTRUDE H. FARISS,
A. G. BREIDENSTINE,
R. D. CHADWICK,
D. C. BAKER.

NOMINATING COMMITTEE

Your Committee recommends the following as officers of the Association for the ensuing year: *President*, C. C. Colvert, Northeast Junior College, Monroe,

Louisiana; *Vice-President*, Philip M. Bail, Chevy Chase Junior College, Washington, D. C.; *Convention Secretary*, J. Thomas Davis, John Tarleton Junior College, Stephenville, Texas; additional members of *Executive Committee*, Marjorie Mitchell, Cottey Junior College, Nevada, Missouri, 1941; William H. Conley, Wright Junior College, Chicago, Ill., 1943; John W. Harbeson, Pasadena Junior College, Pasadena, California, 1943.

ARTHUR ANDREWS,
Chairman.

NICHOLAS RICCIARDI,
J. J. DELANEY,
CLARA N. TEAD,
H. A. DIXON.

AUDITING COMMITTEE

The auditing committee has examined the records of the Association for the period January 1, 1939, to December 31, 1939, and, to the best of their knowledge, found them correct.

WILLIAM H. CONLEY,
Chairman.

J. L. McCASKILL.

RADIO BROADCAST

As a part of the publicity program of the convention, three representatives of

the Association participated in a radio round table discussion of the junior college movement over Station KFRU, local Columbia, Missouri, station, from 4:45 to 5:00 o'clock on the afternoon of February 29. Those taking part were President Byron S. Hollinshead, Executive Secretary Walter C. Eells, and Dr. Rosco Ingalls. Leader of the discussion on behalf of Station KFRU was Dr. Sherman P. Lawton of the Stephens College faculty.

LIST OF EXHIBITORS

Exhibitors at the annual convention at Columbia were the following: American Library Association, Chicago, Illinois; Americana Corporation, New York City; D. Appleton-Century Company, New York City; N. W. Ayer and Company, Philadelphia, Pennsylvania; Central Scientific Company, Chicago, Illinois; Educational Test Bureau, Minneapolis, Minnesota; the Gregg Publishing Company, Chicago, Illinois; McGraw-Hill Book Company, New York City; Monroe Calculating Machine Company, Orange, New Jersey; South-Western Publishing Company, Cincinnati, Ohio; University of Chicago Press, Chicago, Illinois; W. M. Welch Manufacturing Company, Chicago, Illinois; C. V. Mosby Company, St. Louis, Missouri.

American Association of Junior Colleges

CONSTITUTION

Adopted at Grand Rapids, Michigan, March 4, 1939

ARTICLE I.—NAME

The name of this organization shall be the "American Association of Junior Colleges."

ARTICLE II.—PURPOSES

The purposes of this organization shall be to stimulate the professional development of its members, to promote the growth of junior colleges under appropriate conditions, to emphasize the significant place of the junior college in American education, and to interpret the junior college movement to the country.

ARTICLE III.—MEMBERSHIP

Section 1.—The membership of this organization shall consist of four classes: active, associate, sustaining, and honorary. Membership shall be open to qualified institutions or individuals in North America.

Section 2.—*Active Members.* Active membership is open to regularly organized junior colleges which are accredited by or have received equivalent recognition from a regional association of colleges and secondary schools, or from their state university, state department of education, or other recognized state accrediting agency; and to separately organized junior colleges, general colleges, or lower divisions of four-year colleges or universities which have been accredited by similar agencies.

Section 3.—*Associate Members.* Associate membership is a form of membership designed especially for newly organized junior colleges and for others

which have not yet been able to secure the necessary accreditation or equivalent recognition to qualify them for active membership. It is expected that associate members will transfer to active membership as soon as they can qualify for such membership. Applications for associate membership will not be accepted from institutions which are qualified for active membership.

Associate members have the privilege of attendance at the annual meetings of the Association but are not permitted to vote or to hold office. They are entitled to be listed as associate members in the annual "Directory of Junior Colleges" published by the Association. They are not permitted to use the phrase "Member of the American Association of Junior Colleges" in their catalogs or other literature or announcements, but may use the phrase "Associate Member of the American Association of Junior Colleges" in such publications.

Section 4.—*Sustaining Members.* Any organization or individual interested in education and in the development of the junior college movement may become a sustaining member; except that junior colleges are not eligible for sustaining membership. Sustaining members may not vote or hold office.

Section 5.—*Honorary Members.* Individuals who have performed outstanding service to the junior college movement may, upon nomination of the Executive Committee, be elected honorary members of the Association.

ARTICLE IV.—DUES

Section 1.—Dues of active members shall be twenty dollars (\$20) per year.

Section 2.—Dues of associate members shall be ten dollars (\$10) per year.

Section 3.—Dues of sustaining members shall be five dollars (\$5) per year.

Section 4.—Honorary members shall pay no dues.

Section 5.—The fiscal year of the Association shall coincide with the calendar year.

ARTICLE V.—DROPPING MEMBERS

Section 1.—Statements for dues for the current year shall be sent to all members during the month of January, and at such later dates as the Executive Secretary may determine.

Section 2.—Names of all members shall be published annually in the January issue of the *Junior College Journal*. Membership lists shall be closed for publication each year by December 15.

Section 3.—Any member whose dues are unpaid for the preceding calendar year shall, after due warning, be dropped from membership and such member's name shall not appear in the membership lists closing on December 15.

ARTICLE VI.—OFFICERS AND COMMITTEES

Section 1.—The officers of the Association shall consist of President, Vice-President, Executive Secretary, and Convention Secretary.

Section 2.—There shall be a permanent Executive Committee, and temporary committees on Nominations, Auditing, and Resolutions to be appointed at each annual meeting.

Section 3.—The President and Vice-President shall be elected annually by majority vote of the members eligible to vote and present at the annual meeting, after nominations have been made by the Nominating Committee. Additional nominations may be made from the floor. The terms of office of the Presi-

dent and Vice-President shall be for one year, closing with the adjournment of the annual meeting of the Association. The President shall not be eligible to serve more than two years in succession.

Section 4.—The Executive Secretary and the Convention Secretary shall be selected by the Executive Committee. The Executive Committee shall have power to determine their terms of office.

Section 5.—The Executive Committee shall consist of ten members—the four officers, *ex-officio*, and six elective members, two elected each year to serve for terms of three years each. The Nominating Committee shall nominate the new members of the Executive Committee. The retiring president, each year, shall be one of the individuals nominated. Additional nominations may be made from the floor.

Section 6.—Additional permanent committees may be created by vote of the Association. Additional temporary or special committees may be created by vote of the Association or of the Executive Committee. Unless otherwise voted by the Association, all committees except the Executive Committee shall be appointed by the President.

Section 7.—Vacancies. Vacancies in any offices shall be filled by action of the Executive Committee. Vacancies in the Executive Committee shall be filled by action of the remaining members of the Executive Committee.

ARTICLE VII.—DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE

Section 1.—The President shall perform the duties usually pertaining to that office. He shall appoint all committees, except the Executive Committee, unless otherwise ordered. He shall act as chairman of the Executive Committee during his term of office. He shall be responsible for the preparation of the program of the annual meeting and shall

preside at the sessions of the annual meeting. He shall deliver a presidential address at the annual meeting. He shall endeavor by all means at his command to further the interests of the Association and of the junior college movement.

Section 2.—The Vice-President shall perform the duties of the president in case of the latter's death, absence, or inability to perform them; or such other duties as may be assigned him by the President.

Section 3.—The Executive Secretary shall act as editor of the *Junior College Journal* and such other publications as the Association may issue; he shall keep all records of membership and of meetings of the Association and Executive Committee; he shall keep account of all money received and expended by the Association; he shall act as a source of information and service for members and for others seeking assistance or advice on matters connected with junior colleges; he shall promote the general development of the junior college movement; he shall conduct or direct research studies in the junior college field; he shall serve as a means of contact between the Association and other professional organizations; he shall be in charge of the Executive Office of the Association; he shall make an annual report to the Association, and he shall perform such other duties as may be assigned to him by the Executive Committee.

Section 4.—The Convention Secretary shall assist the Executive Secretary in keeping records of the annual meeting and in securing papers and abstracts or reports of addresses for publication.

Section 5.—The Executive Committee shall have general power to carry on all Association activities not in express

conflict with the provisions of this Constitution, during the periods between annual or special meetings of the Association. It shall appoint the Executive Secretary and determine his salary, duties, and term of office. It shall have power to make appropriate appointments to the Advisory Editorial Board of the *Junior College Journal*. The members of the Executive Committee shall, *ex-officio*, be members of the Advisory Board of the *Junior College Journal*.

Section 6.—The duties of other committees shall be determined and stated at the time of their appointments by the president or group responsible for such appointments.

ARTICLE VIII.—FINANCES

Section 1.—The Executive Secretary shall be assigned the responsibility for the collection of dues and subscriptions. Disbursements from all funds shall be made only by check, duly signed by both the President and Executive Secretary.

Section 2.—The Executive Committee may designate the American Council on Education or similar organization as special custodian for funds secured for special purposes, and shall prescribe the conditions of expending and accounting for such funds.

ARTICLE IX.—PUBLICATIONS

Section 1.—The Association shall publish the *Junior College Journal* at least eight times annually, a *Junior College Directory* annually, and such other regular or special publications as may be approved by the Executive Committee.

Section 2.—One copy of the *Junior College Journal* shall be sent, without cost, to each member of the Association.

ARTICLE X.—QUORUM

Section 1.—The representatives of twenty-five (25) active members in good

standing shall constitute a quorum for the transaction of Association business.

Section 2.—Five members of the Executive Committee shall constitute a quorum for the transaction of Committee business.

ARTICLE XI.—GENERAL GUIDE

The Association shall be guided by Roberts' *Rules of Order* in all points not expressly provided for in this Constitution.

ARTICLE XII.—AMENDMENTS

This Constitution may be amended at

the annual meeting of the Association by a two-thirds vote of the authorized representatives of active members present and voting, provided that the proposed change has been submitted in writing to the Executive Secretary and by him submitted to all members of the Association in printed or mimeographed form at least thirty (30) days prior to the date of the annual meeting. Publication in the *Junior College Journal* shall be construed as satisfying this condition.

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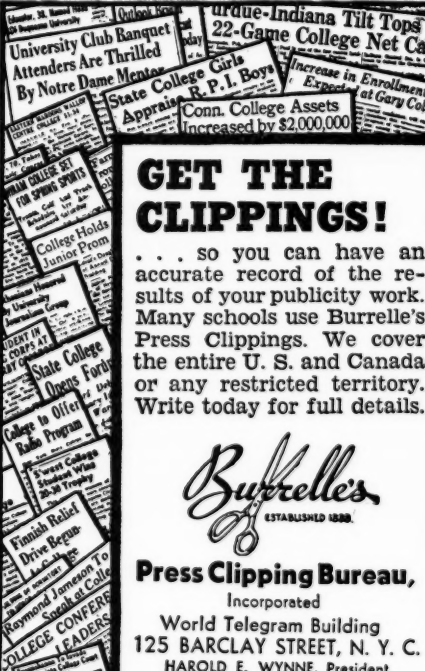
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1922 March 24, 25	Memphis, Tenn.	Geo. F. Winfield	Martha McKenzie Reid
1923 February 27, 28	Cleveland, Ohio	James M. Wood	Doak S. Campbell
1924 February 26, 27	Chicago, Ill.	James M. Wood	Doak S. Campbell
1925 February 20, 21	Cincinnati, Ohio	Louis E. Plummer	Doak S. Campbell
1926 March 17, 18	Chicago, Ill.	H. G. Noffsinger	Doak S. Campbell
1926 December 3, 4	Jackson, Miss.	L. W. Smith	Doak S. Campbell
1928 March 12, 13	Chicago, Ill.	Edgar D. Lee	Doak S. Campbell
1928 December 3, 5	Fort Worth, Tex.	J. Thomas Davis	Doak S. Campbell
1929 November 19, 20	Atlantic City, N. J.	John W. Barton†	Doak S. Campbell
1930 November 18, 19	Berkeley, Calif.	Jeremiah B. Lillard	Doak S. Campbell
1932 February 19, 20	Richmond, Va.	Richard D. Cox	Doak S. Campbell
1933 February 24, 25	Kansas City, Mo.	Arthur Andrews	Doak S. Campbell
1934 February 23, 24	Columbus, Ohio	A. M. Hitch	Doak S. Campbell
1935 February 22, 23	Washington, D. C.	E. Q. Brothers	Doak S. Campbell
1936 February 28, 29	Nashville, Tenn.	Robert J. Trevorrow	Doak S. Campbell
1937 February 26, 27	Dallas, Tex.	W. W. Haggard	Doak S. Campbell
1938 March 4, 5	Philadelphia, Pa.	K. M. Denworth	Doak S. Campbell
1939 March 2-4	Grand Rapids, Mich.	Nicholas Ricciardi	Walter Crosby Eells
1940 Feb. 29, Mar. 1, 2	Columbia, Mo.	B. S. Hollinshead	Walter Crosby Eells

* Preliminary conference, called by the United States Bureau of Education.

† Deceased.

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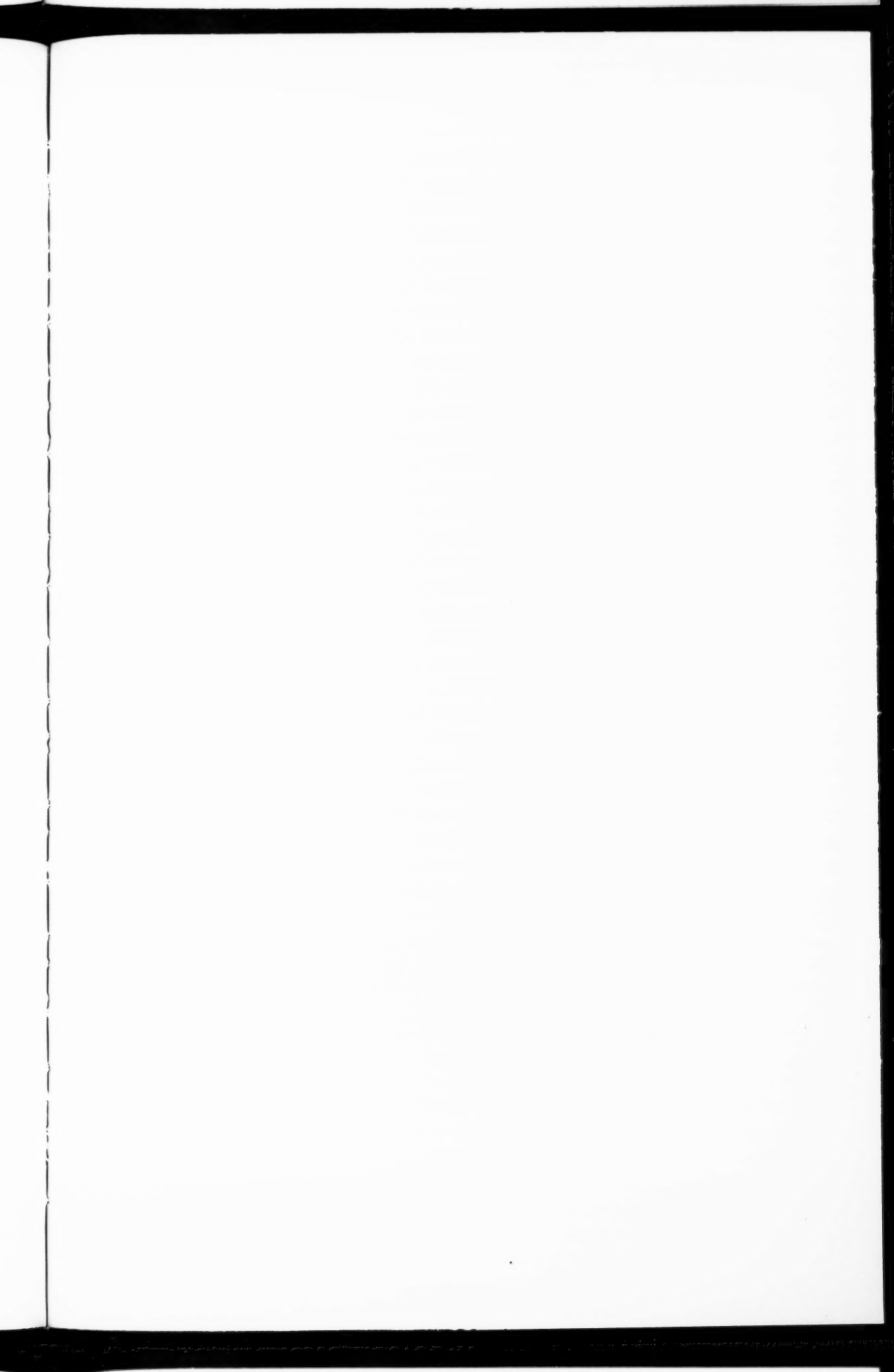
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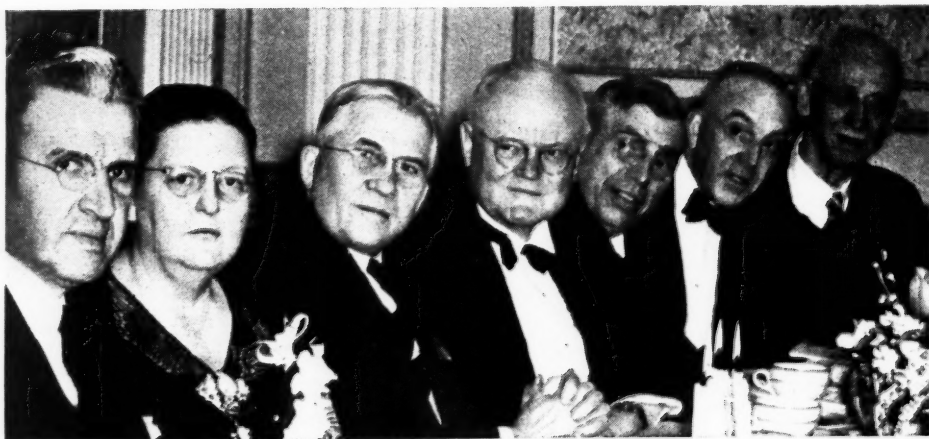


Maude Adams Cuts Twentieth Anniversary Cake



CEREMONY at which this famous American actress dramatized the remarkable growth of the American Association of Junior Colleges was held at the convention banquet. Dr. George F. Zook (left), president of the American Council on Education, called the 1920 conference at which the Association was organized. Byron F. Hollinshead (center) was Association president for 1939-1940.

"PATRIARCHS" of the 1920 conference who took part in the 1940 ceremony were (left to right) Dr. F. M. McDowell, Reorganized Church of Latter Day Saints, Independence, Missouri, who was spokesman for the group; Dr. Lucinda deL. Templin, Principal, Radford School for Girls, El Paso, Texas; C. S. Stewart, Des Plaines, Illinois, formerly with junior colleges in Chicago; Dr. L. W. Smith, Director, American College Bureau, Chicago, Illinois; Prof. Royal R. Shumway, University of Minnesota, Minneapolis, Minnesota; Dr. H. G. Noffsinger, President, Virginia Intermont College, Bristol, Virginia; Prof. Theodore Buenger, Concordia College, St. Paul, Minnesota.



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OF THE
TWENTIETH ANNUAL MEETING
OF THE
AMERICAN ASSOCIATION
OF
JUNIOR COLLEGES

HELD AT COLUMBIA, MISSOURI
FEBRUARY 29 TO MARCH 2, 1940

NOTE: This issue, the last of the current volume, is devoted exclusively to the addresses and proceedings of the Columbia convention. The regular departments—editorial, news, discussions, book reviews, and bibliography—will be found in the next issue, which will be published in September.

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